

1929

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Hope College

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Hope College Bulletin

VOLUME 68
NUMBER 1



1929-1930

HOLLAND, MICHIGAN
FEBRUARY, 1930

HOPE COLLEGE

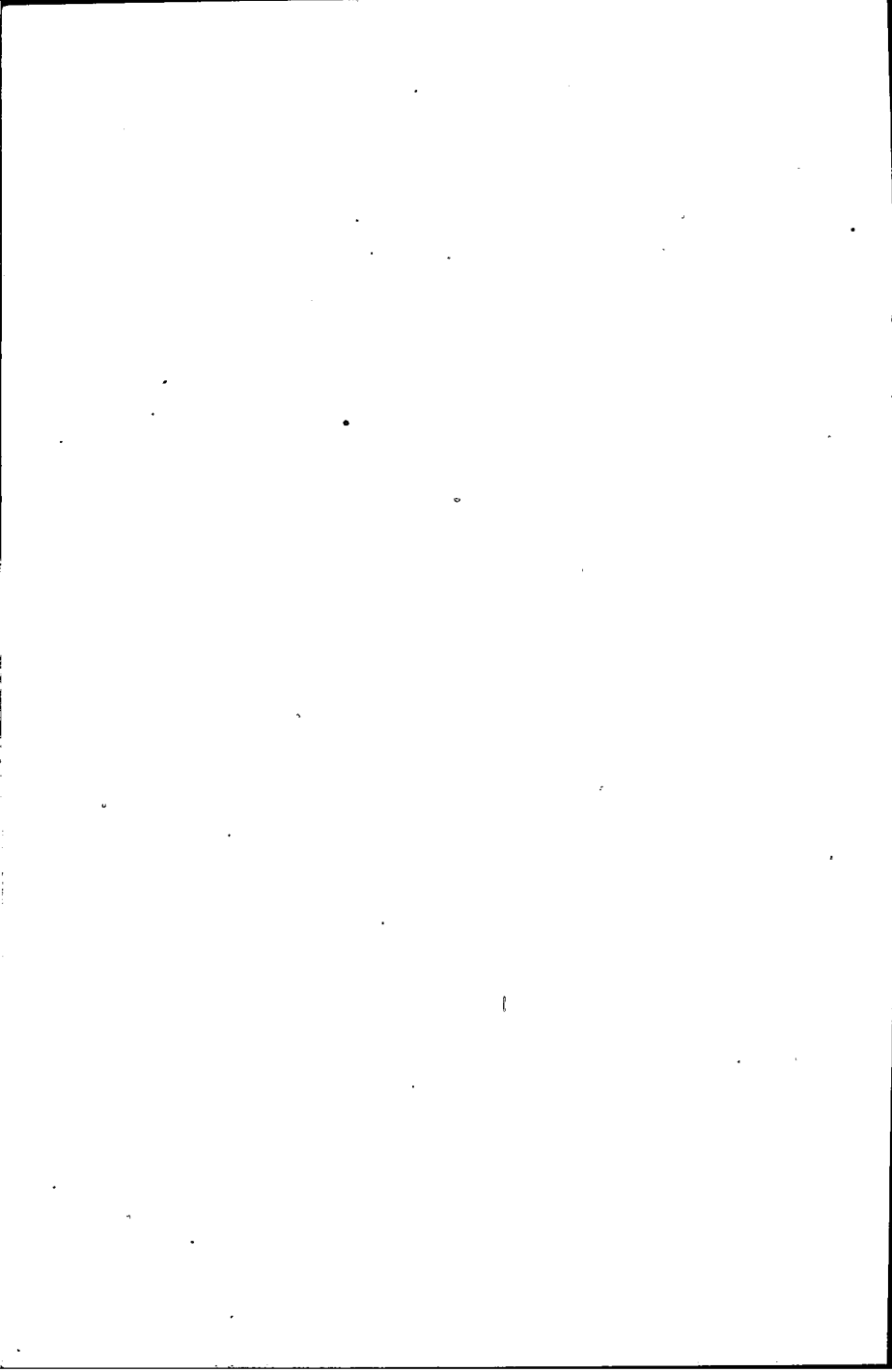
Founded as the PIONEER SCHOOL 1851
Incorporated as HOPE COLLEGE 1866

The Reformed Church in America

YEAR BOOK 1929-1930

INCLUDING

ANNOUNCEMENTS *for* 1930-1931



COLLEGE CALENDAR

1929-1930

First Semester

1929

September 5-18—Registration, 9:00 a. m.—12:00 noon

September 18—First Semester begins at 9:00 a. m.
Public Program, Memorial Chapel

November 28—Thanksgiving Recess

December 20—Christmas Recess begins, 12:00 noon

1930

January 7—Christmas Recess ends

January 31—First Semester ends

Second Semester

February 3—Second Semester begins

March 28—April 8—Spring Recess

April 23—Meeting of the Board of Trustees of Hope College

May 8—Voorhees Day

June 15—Baccalaureate Services

June 16—Commencement of College High School

June 17—Meeting of the Board of Trustees of Hope College

June 17—Convocation of Alumni Association

June 18—Business Meeting of Alumni Association, 2:00 p. m.

June 18—Annual Commencement, Memorial Chapel, 7:30 p. m.

COLLEGE CALENDAR

1930-1931

First Semester

1930

September 4-17—Registration, 9:00 a. m.—12:00 noon

September 17—First semester begins at 9:00 a. m.
Public Program, Memorial Chapel

November 27—Thanksgiving Recess

December 19—Christmas Recess begins, 12:00 noon

1931

January 6—Christmas Recess ends

January 30—First Semester ends

Second Semester

February 2—Second Semester begins

March 27—April 7—Spring Recess

April 22—Meeting of the Board of Trustees of Hope College

May 8—Voorhees Day

June 14—Baccalaureate Services

June 15—Commencement of College High School

June 16—Meeting of the Board of Trustees of Hope College

June 16—Convocation of Alumni Association

June 17—Business meeting of Alumni Association, 2:00 p. m.

June 17—Annual Commencement, Memorial Chapel, 7:30 p. m.

FOREWORD

A FAIRLY clear definition of the various types of educational institutions has developed in recent years. Secondary Schools cover the field from the ninth to the twelfth grades inclusive. Junior Colleges embrace the Freshman and Sophomore years of undergraduate work, while Senior Colleges undertake the work of the Junior and Senior years. The universities embrace the undergraduate courses offered commonly in the colleges, both the Liberal Arts courses and the more technical groups of subjects which lead to the professions and also the graduate courses for professional careers, for major degrees, and for research. Colleges have come to be classed as small and large, with a general acceptance of the term "small" to indicate a school with a roll of less than one thousand students, while the "large" college exceeds this number, but this classification does not mark any limit in the nature or the value of the physical plant, the equipment, or the teaching force. It is understood that these must be adequate for the work undertaken.

A special value attaches to the small college of this type that insures its permanence among the educational institutions of the land.

More specifically, in this mention of the small college we do not mean one which by its limited endowment and meagre equipment and mediocre teaching force fails to commend itself to the prospective student, and remains small by the stress of unfortunate circumstances. We mean a college that does not aspire to do the work of a university, that is not ambitious to number its studentry by thousands, but sets its own bounds and limitations, and places emphasis upon the quality rather than upon the quantity of the work it undertakes to do — a college that has a definite aim and purpose and adheres to it sacredly, no matter how alluring the present-day temptations may be to broaden its scope and exploit the whole field of study and research.

There are such institutions, fortunately, and they will always be in demand. There are parents everywhere who will select such schools for their sons and daughters in preference to the

popular educational centers; and what is more, there are men, not a few, occupying university chairs, who freely proclaim the advantages of the thorough-going small college over the more pretentious private and state-supported institutions.

If the further claim can be made for the small college that it is not colorless so far as morality and religion are concerned, but that it is truly Christian in character, it commends itself still more strongly to thoughtful people. The misgivings sometimes felt by parents as they send their sons or daughters away to college will be greatly relieved, if these parents can be reasonably certain that the respect for the high and holy things of life which they have sought carefully to cultivate in their children at home, will not be ruthlessly blighted, but tenderly fostered in the atmosphere of the college they attend.

Hope College is proud to belong to this type of institution. Its current enrollment in the Liberal Arts department is somewhat over 500 and in the School of Music almost 200. It has aimed to make its campus attractive, to keep its buildings and equipment up-to-date, and to select as members of its faculty men and women who are experts in their respective departments.

The courses of study outlined with a view to thorough preparation for the Bachelor of Arts degree and later professional studies are sufficiently flexible to attract students of varying tastes, and at the same time to be of value to such as may not complete their college courses.

A careful perusal of the pages of this Year Book is recommended, and correspondence is invited. Letters of inquiry addressed to the President are solicited.

It is advisable that high school graduates and parents make early investigation of the courses desired and the Members of the Faculty are always ready to answer any questions in full detail.

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Hon. G. J. Diekema, LL. D.....	Holland	1935
Mr. C. M. McLean.....	Holland	1935
Rev. D. A. Poling, D.D., LL.D.....	New York City.....	1930
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Mr. Herman Liesveld.....	Grand Rapids.....	1933

CLASSIS OF CASCADES

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Rev. George Hankamp.....	Pella, Iowa.....	1933

CLASSIS OF PLEASANT PRAIRIE

Rev. W. T. Janssen.....	Kings, Ill.....	1930
Prof. H. E. Schoon.....	German Valley, Ill.....	1930

CLASSIS OF WEST SIOUX

Rev. J. De Jongh.....	Rock Rapids, Iowa.....	1932
Mr. N. Balkema.....	Sioux Center, Iowa.....	1932

CLASSIS OF WISCONSIN

Rev. C. Kuyper.....	Cedar Grove, Wis.....	1932
Rev. H. Maassen.....	Sheboygan, Wis.....	1932

*Deceased.

†Removed from Classis.

‡Annual Appointment.

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EDWARD D. DIMNENT, A. B., President
Foundation of the Reformed Churches of Grand Rapids, Mich.
In Charge of Economics and Social Science
92 East 10th St., Tel. 5330-3r

BIBLICAL LITERATURE*

Foundation of the Consistorial Union of the Reformed
Churches of Holland, Mich.
and the Robert Schell Memorial Fund
REV. PAUL E. HINKAMP, A.M., B.D.
College Pastor
Professor of Bible and Biblical Literature
64 W. 14th St., Tel. 5786

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Professor of Biology
181 West 15th St.

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610 State St., Tel. 3369
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272 West 14th St., Tel. 5524

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JOHN B. NYKERK, A.M., Litt. D., Dean of Men
Professor of English Literature
Voorhees Hall, Tel. 5371
ROLAND P. GRAY, A.M.
Associate Professor of English
123 East 10th St., Tel. 5365

*List arranged alphabetically according to departments and according to teachers, except that the name of the ranking head is given first.

HOPE COLLEGE

IRWIN J. LUBBERS, A.M.

Professor of English
536 College Ave., Tel. 2795

LA VADA G. FULMER, A.M.

Instructor in English
Voorhees Hall

DECKARD RITTER, A.M.

Instructor in English Literature and Rhetoric
88 West 12th St.

DE WITT CLINTON SPRAGUE, A.M.

Assistant Professor of English Rhetoric and Literature
559 College Ave., Tel. 3626

FRENCH

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Professor of French
Voorhees Hall, Tel. 5307

NELLA MEYER, A.B.

Instructor in French
4 W. 12th St., Tel. 5115

GERMAN

LAURA A. BOYD, A.M.

Professor of German
R. R. 4, Tel. 4108-6r

WILLARD H. ROBINSON, Ph.D.

Professor of German
R. R. 4

GREEK

Voorhees Professorship of the Greek Language and Literature

REV. THOMAS E. WELMERS, A.M., B.D., Registrar

46 Graves Place, Tel. 2214

HISTORY

BRUCE M. RAYMOND, A.M.

Foundation of the Collegiate Reformed Church of New York City

Professor of History
18 East 19th St.

METTA J. ROSS, A.B.

Instructor in History
91 East 14th St., Tel. 5118

LATIN

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ALBERT H. TIMMER, A.M.

Professor of Latin Language and Literature
44 East 22nd St., Tel. 4459

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ALBERT E. LAMPEN, A.M.
Professor of Mathematics
86 East 14th St., Tel. 2523

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252 West 20th St.

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Director of Physical Education
157 East 9th St., Tel. 5463

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96 East 15th St., Tel. 3220

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EARNEST C. BROOKS, A.B.
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REV. EDWIN PAUL McLEAN, A.M.
Professor of Religious Education
131 East 26th St., Tel. 4675

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• 287 Central Ave.

AGNES M. TYSSE, A.B.
88 East 13th St., Tel. 2265

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Dean of Men, JOHN B. NYKERK
Dean of Women, MRS. WINIFRED H. DURFEE
Secretary, PAUL E. HINKAMP

Standing Committees, 1929-1930

Courses of Study—Welmers, Nykerk, Boyd, Van Zyl, Raymond, Durfee, Vander Borgh, Wolters.

Student Direction—Welmers, Nykerk, Durfee, Ross, Hinkamp, Gray, Sprague, Vander Borgh, Wolters, De Graaf.

Public Programs—Nykerk, Lubbers, Boyd, Wolters, Dykhuizen, Sprague, Ritter.

Commencement—Welmers, Nykerk, Durfee, Lubbers, Kleis, Hinkamp, Kleinheksel, Lampen, Vander Borgh, Wolters, Dykhuizen.

Press—Hinkamp, Lampen, Winter, Kleis, Lubbers, Ritter.

Fellowships—Welmers, Lubbers, Van Zyl, Timmer, Nykerk, Ross, Thompson, Wolters, Meyer.

Library—Nykerk, Boyd, Van Zyl, Robinson, Welmers, Durfee, Vander Borgh, Dykhuizen.

Athletic Activities—Winter, Hinkamp, Boyd, Lampen, Schouten, Nykerk, Vander Borgh, Dykhuizen, Schouten.

Social Activities—Nykerk, Durfee, Welmers, Boyd, Winter, Raymond, Wolters, Dykhuizen.

Appointments and Extension—Winter, Hinkamp, Timmer, Lampen, Nykerk, Thompson, Durfee, Ritter.

Contests and Prizes—Nykerk, Durfee, Hinkamp, Boyd, Meyer, Sprague, Ross, Lubbers, Ritter, Vander Borgh, De Graaf.

Student Welfare—Lampen, Kleis, Raymond, Kleinheksel, Meyer, Boyd, Vander Borgh, De Graaf.

The Religious Conference—The College Pastor, the Registrar, the Dean of Men, the Dean of Women, the Professor of Religious Education, the Presidents of the Student Y.M. C.A. and Y.W.C.A.

ADMISSION

Admission into the Freshman class may be obtained in any of the following ways:

1. By presentation of a certificate of full graduation from the College High School (Sixteen Year Hours in Academic Subjects), or from other institutions of like character and grade.
2. By presenting a diploma from any high school accredited by the State Universities of the Eastern and Central States and the North Central Association.
3. By examination upon the studies prerequisite to the course desired. (College Entrance Board Standards.)

Students may enter an advanced class either at the beginning of the college year or at other times, provided they offer sixteen standard units of secondary work and sustain a satisfactory examination on the studies already covered by the class which they propose to enter. If students are received "on condition," they may in certain cases be permitted to meet with the class, but all conditions must be removed before regular admission and no classification will be allowed until all conditions are removed.

STANDARDS AND GRADES

The minimum passing mark is 70 on the basis of 100. The relative grade of a student is indicated by the following letters, each of which has an approximate value expressed by the percentage figure indicated: "F", minus 70, with no opportunity for making up the deficiency except by repeating the course; "C", minus 70, but with the opportunity of re-examination after private work under the instructor who gave the course, provided this private work is completed within the next succeeding semester; "I", an undetermined grade due to illness or other cause wholly without the control of the student, and in no way connected with lack of ability or application; "L—", 70%; "L", 75%; "L+", 77½%; "M—", 80%; "M", 85%; "M+", 87½%; "G—", 90%; "G", 92½%; "G+", 95%; "E—", 96%; "E", 97½%; "E+", 99%.

In addition to these grades a further standard of achievement is indicated by the award of HONOR POINTS.

- a. For each subject taken in class in which a grade of 95% or more shall be earned, Honor Points shall be awarded equal in number to 60% of the number of semester hours in the course.

b. For each subject taken in class in which a grade of 90% to 94% inclusive shall be earned, Honor Points shall be awarded to the number of 30% of the number of semester hours in the course.

Honor Points are not given for any grades below 90%.

The Degree of Bachelor of Arts with Honor is awarded on the following basis (Class of 1926, et seq.):

The Bachelor of Arts Degree SUMMA CUM LAUDE shall be awarded if the student attain an average standing of 96% or above, and in addition obtain 60 or more Honor Points.

The Bachelor of Arts Degree MAGNA CUM LAUDE shall be awarded if the student attain an average standing of 92½% to 95%, inclusive, and in addition obtain 60 or more Honor Points.

The Bachelor of Arts Degree CUM LAUDE shall be awarded if the student attain an average standing of 90% to 92%, inclusive, and in addition 40 or more Honor Points.

Provided, however, that in no case will Summa Cum Laude or Magna Cum Laude be granted if the student fall below 90% in any one course; nor will Cum Laude be granted if the student fall below 85% in any one course.

Provided, also, that in no case will an honor degree be awarded to any student who has not taken at least two years of his course in residence at the institution.

Hope College is a member of the various Academic Associations of the Middle West and is accredited by the standardizing agencies. Its graduates are accepted by all the universities of the section and the graduate schools of the West and East without discount of any of their certified courses. Hope College does not recommend for graduate or professional work any students who have not met the full requirements for graduation with high standing. Candidates for positions as teachers will not be recommended unless the Appointment Committee believes them well-fitted for educational work. This regulation does not affect the grant of the Michigan State Teachers Certificate to those who have completed the full requirements for the certificate—a minimum of twenty-two hours (State requirement fifteen hours)—but assures School Boards and Superintendents of applicants of the best character and scholarship.

The right is reserved at all times to ask a student to discontinue his residence at HOPE COLLEGE, if the Student Direction Committee considers this advisable for the student group and for the individual.

Requirements for Graduation with the A. B. Degree

The required subjects for the Freshman and Sophomore years are grouped below. Required subjects for the Junior and Senior years may be determined by reference to the course groups. The choice of electives depends upon the group selected, subject to the approval of the Committee on Courses of Study. A total of 130 semester hours are required for graduation. A semester hour is one recitation of 50 minutes per week for one semester. The figures in the groups refer to semester hours.

Required of All Students

A Foreign Language.....	20	hours
Biblical Literature	6	"
History	4	"
English	6	"
Psychology	4	"
Evidences	4	"
Public Speaking	2	"
	<hr/>	
	46	hours.

The student must select and complete one of the following groups. (The figures refer to semester hours):

CLASSICAL

Recommended for those who plan to enter theology, law, or teaching.

Greek	20
Latin	20
English	15
Mathematics	6
History	8
Biblical Literature.....	6
Public Speaking.....	4
Political Science.....	4
Psychology	4
Ethics	4
Evidences	4
Electives	35

130

SCIENCE

Recommended for those who plan to enter medicine, scientific research, or science teaching.

Chemistry or Biology	20
Biology or Chemistry.....	10
French or German.....	20
Physics	10
Mathematics	9
Biblical Literature.....	6
English	6
History	4
Public Speaking.....	2
Psychology	4
Evidences	4
Electives	35

130

LATIN

Recommended for those who plan to teach or to enter law or the Civil Service

Latin	24
A Modern Language.....	20
English	15
Mathematics	5
History	8
Biblical Literature.....	6
Public Speaking.....	4
Political Science.....	4
Psychology	4
Ethics	4
Evidences	4
Electives	32
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	130

ENGLISH MODERN LANGUAGE

For teachers of High School Subjects, for graduate work in English or Modern Languages, or for training in journalism. A course particularly adapted to general cultural work.

English	30
French	20
German	20
History	8
Biblical Literature.....	6
Public Speaking	2
Political Science	4
Psychology	4
Evidences	4
Electives	32
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	130

HISTORY

Recommended for those who plan to enter law, the Diplomatic or Civil Service, to teach or to do graduate work in history.

History	24
A Modern Language.....	20
English	15
Political Science.....	8
Philosophy	8
Biblical Literature	6
History of Education	6
Psychology	4
Evidences	4
Public Speaking.....	2
Electives	33
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	130

MATHEMATICS

For those who plan to enter engineering groups, to teach, or to do research work in pure mathematics and physical science, or to follow industrial and manufacturing lines.

Mathematics	22
Physics	10
English	15
French or German.....	20
Chemistry or Biology.....	10
Biblical Literature	6
History	4
Public Speaking	2
Psychology	4
Evidences	4
Philosophy	4
Electives	29
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	130

Required Subjects for the Freshman Class in Each Group

CLASSICAL

First Semester

Latin	5 hours
Greek	5 hours
Mathematics	4 hours
Bible	2 hours

Second Semester

Latin	5 hours
Greek	5 hours
Mathematics	5 hours
Public Speaking.....	2 hours

HISTORY

History	5 hours
English	5 hours
A Modern Language.....	5 hours
Bible	2 hours

History	5 hours
English	5 hours
A Modern Language.....	5 hours
Public Speaking	2 hours

LATIN

Latin	5 hours
A Modern Language.....	5 hours
Mathematics	4 hours
Bible	2 hours

Latin	5 hours
A Modern Language.....	5 hours
Public Speaking	2 hours
Mathematics	5 hours

MATHEMATICS

Mathematics	4 hours
A Modern Language.....	5 hours
English	5 hours
Bible	2 hours

Mathematics	5 hours
A Modern Language.....	5 hours
English	5 hours
Public Speaking	1 hour

MODERN LANGUAGE—ENGLISH

English	5 hours
History	4 hours
French	5 hours

Bible	2 hours
English	5 hours
History	4 hours

SCIENCE

French	5 hours
Public Speaking	1 hour
Mathematics	4 hours
Chemistry	5 hours
English	3 hours
A Modern Language.....	5 hours

Bible	2 hours
Mathematics	5 hours
English	3 hours
Chemistry	5 hours
A Modern Language.....	5 hours
Public Speaking	1 hour

Sophomore Requirements in Each Group

CLASSICAL

First Semester

Latin	5 hours
Greek	5 hours
English	5 hours
Public Speaking	2 hours

Second Semester

Latin	5 hours
Greek	5 hours
English	5 hours
Biblical Lit.	2 hours

LATIN

Latin	5 hours
A Modern Language.....	5 hours
English	5 hours
Public Speaking	1 hour

Latin	5 hours
A Modern Language.....	5 hours
English	5 hours
Biblical Lit.	2 hours

HISTORY

History	4 hours
A Modern Language.....	5 hours
English	5 hours

History	4 hours
A Modern Language.....	5 hours
Biblical Lit.	2 hours
English	5 hours

MATHEMATICS

Mathematics	5 hours
French or German.....	5 hours
Chemistry or Biology.....	5 hours

Mathematics	5 hours
French or German.....	5 hours
Chemistry or Biology.....	5 hours
Bible	2 hours

MODERN LANGUAGE—ENGLISH

English	5 hours
French	5 hours
German or Spanish.....	5 hours
Public Speaking.....	2 hours

English	5 hours
French	5 hours
German	5 hours
Biblical Lit.	2 hours

SCIENCE

Chemistry	4 hours
Biology	5 hours
French or German.....	5 hours

Chemistry	4 hours
Biology	5 hours
French or German.....	5 hours
Biblical Lit.	2 hours

DETAIL OF COURSES

The courses given in this Bulletin are those offered in 1929-1930. Any changes that may be made for the year 1930-1931 will be recorded in the August issue of the College Bulletin.

DEPARTMENT OF BIBLE AND BIBLICAL LITERATURE

In all courses given in this department, the genuinely historical character and divine origin and authority of the Bible are unquestioned. The literary value of the Biblical documents is incidentally pointed out. The object in view is to lead the student to a better understanding and appreciation of the Scriptures as the divine revelation of the righteous and loving will of God for men, and of the only true way of salvation. The providence of God as evidenced in history is emphasized. The cultivation of devotional habits is enjoined. All students are urged to remember that the Bible is the source-book in all these courses, and that whatever textbooks are used are intended merely as supplemental to the Bible itself and explanatory of it.

We use the American Revised Version, Standard Edition. These courses are integral parts of every "Group of Studies" given at Hope College, and credit is given for them on a par with all other courses. All students, including specials, are required to take them. The courses are given two hours per week for one semester.

1. **Life and Times of Jesus.**—Freshman Year. First semester. Two hours.

This course begins with a study of the religious, social and political conditions of Palestine in the time of Christ, and a consideration of other introductory matter related thereto. The Life of Christ is studied as found in the four Gospels of the New Testament. The textbooks for this course are Stevens and Burton, *Harmony of the Gospels*; Davis, *Dictionary of the Bible*.

2. **The Acts and the General Epistles.**—Sophomore Year. Second semester. Two hours.

The founding of the Christian Church is traced in the book of The Acts, and some of the problems of the early church, as they are presented in this book and in the General Epistles, are studied. The inspiration of apostolic example and the rich presentation of practical truth are emphasized. The textbooks used are The Acts and The General Epistles, by Rev. Charles R. Erdman, D.D.

3. History of the Hebrews.—Junior Year. First semester. Two hours.

This course consists of a study of the Pentateuch and such other books of the Old Testament as time allows. The reliability of the historical record is emphasized, and the meaning of religious ceremonies and laws explained. The significance of the Hebrew Theocracy is shown. The fact that the New Testament can be truly understood only in the light of the Old Testament is pointed out.

The textbooks for this course are the Bible, and Davis, Dictionary of the Bible.

4. Evidences of Christianity.—Senior year. Second semester. Four hours.

This course begins with a consideration of the Christian View of the World and its superiority to pantheism, materialism, agnosticism, and evolution. The course continues with a study of Jesus Christ as the supreme evidence of Christianity; shown by the synoptic picture of Jesus and its meaning, and Christ as spiritual creator and practical idealist. The question of the historicity of the miracles of Christ is considered carefully, and, in order to show the general weakness of positions of doubt, the naturalistic explanations of the resurrection of Christ are analyzed and refuted in detail. The course closes with a study of the evidence of Christian experience and Christian history. The aim is to send out every Senior fully convinced of the ability of Christian claims to stand successfully the test of scientific investigation. While no effort is made to explain by logic and reason divine truths which transcend the powers of the human mind, nevertheless an effort is made to show how human objections, based on logic and reason, can be adequately refuted by the same weapons.

BIOLOGY

Premedical students should take courses 2, 3, 5 and 6.

All courses in Biology are elective.

Breakage fee, \$5.00 per course.

1. Botany.—Structure, physiology, an embryology of the seed-bearing plants. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$5.00.

First semester, 4 hours.

2. Botany.—A survey of the plant kingdom designed as a continuation of Botany 1. Special attention is given to repro-

duction, development, relationships, plants used in medicine and economic botany. Each student is instructed in the analysis of plants by use of key and flora, and in the preparation of herbarium specimens. At least two Saturday field trips will be required of all students. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$5.00.

Second semester, 4 hours.

3. **Invertebrate Zoology.**—An intensive study of the invertebrate animals. Representative forms are studied from each phylum with emphasis on structure, physiology, origin, classification and economic importance. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$5.00.

First semester, 4 hours.

4. **Vertebrate Zoology.**—A Continuation of Zoology 3. A study of the vertebrate animals with emphasis on morphology, physiology, relationships, and comparative anatomy. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$5.00.

Second semester, 4 hours.

5. **Comparative Anatomy of Vertebrates.**—A comparative study of a selected series of vertebrate types. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$10.00. Prerequisite: Zoology 4.

First semester, 4 hours.

6. **Vertebrate Embryology.**—The lectures deal in a comparative way with the development of vertebrates. The laboratory work deals with the preparation and study of embryological specimens from the principal groups of vertebrates. Special emphasis is placed on the study of the chick and pig. Three classroom periods and two three-hour laboratory periods. Laboratory fee, \$10.00. Prerequisite: Zoology 3, 4.

Second semester, 5 hours.

7. **General Bacteriology.**—This course deals with the fundamentals of bacteriology. Emphasis is placed on morphology, physiology, and distribution of the common forms of bacteria, and the relation of their activities to everyday life and the industries. Two classroom periods and two three-hour laboratory periods. Laboratory fee, \$10.00. Prerequisite: Botany 2 or Zoology 3.

Second semester, 4 hours.

8. **Genetics and Eugenics.**—A general introductory course dealing with fundamental principles of hereditary and variation

and some of their applications to modern problems. Two classroom periods.

Second semester, 2 hours.

9. Physiology and Hygiene.—An elementary course in physiology and hygiene, especially designed for those students who expect to teach and others who desire a general knowledge of these subjects. Particular attention is given to the nature, cause, and prevention of common diseases. Three classroom periods and one three-hour laboratory period. Laboratory fee, \$2.50.

Second semester, 4 hours.

10. Human Physiology.—This course deals with the structure, functions, and conditions necessary for the maintenance of the normal activities of the human body. Three classroom periods and two three-hour laboratory periods. Laboratory fee, \$5.00. Prerequisites: Chemistry 1a, 2a and Zoology 2, 3 or Botany 1, 2.

First semester, 5 hours.

CHEMISTRY

The courses in this department aim to give the student not only a knowledge of scientific methods, but also a cultural training. The lecture and recitation work is supplemented by a laboratory course which aims to give the student skill in manipulation and a familiarity with the methods of reaching scientific results. Individual work is required in the laboratory. The equipment of the inorganic, quantitative, and organic laboratories is very complete. Breakage fee, \$5.00 per course.

1. General Inorganic Chemistry.—Classroom, three hours a week; Laboratory, four hours a week. First semester, Freshman year. Laboratory fee, \$3.50.

1a. General Inorganic Chemistry.—For students who have had preparatory Chemistry. Prerequisites: one year of high school Chemistry and one year of high school Physics. First semester, Freshman year. Classroom, three hours a week; Laboratory, four hours a week. Laboratory fee, \$3.50:

2. General Inorganic Chemistry.—(A continuation of Course 1a.) Second semester, Freshman year. Classroom, three hours a week; Laboratory, four hours a week. The laboratory work during the last half of this course will consist of a study of the reactions of the various metals and their salts as presented in Baskerville and Curtman's Qualitative Analysis. Laboratory fee, \$3.50.

2a. **General Inorganic Chemistry.**—(A continuation of Course 1a.) Second semester, Freshman year. Classroom, three hours a week; Laboratory, four hours a week. The laboratory work during the last half of this course will consist of a study of the reactions of the various metals and their salts as presented in Baskerville and Curtman's Qualitative Analysis. Laboratory fee, \$3.50.

3. **Qualitative Analysis.**—Classroom, two hours; Laboratory, six hours. First semester, Sophomore year. This course includes a discussion of the principles of analysis, having special regard to the theory of electrolytic dissociation and the law of mass action; basic and acid analysis of simple substances, and the systematic analysis of unknown compounds and complex mixtures. Laboratory fee, \$10.00.

4. **Organic Chemistry.**—Classroom, three hours a week; Laboratory, six hours a week. First semester, Junior Year. This course includes a study of the marsh gas series and the unsaturated compounds. The laboratory work deals with synthetical preparations. Laboratory fee, \$6.00.

5. **Organic Chemistry.**—(Continuation of Course 4.) Classroom, three hours a week; Laboratory, six hours a week. Second semester, Junior year. A course dealing with the aromatic series of the hydro-carbons and their synthetical preparation in the laboratory. Laboratory fee, \$6.00.

6. **Quantitative Analysis.**—(Introductory Course.) Classroom, two hours a week; Laboratory, six hours a week. Second semester, Sophomore year. Prerequisites: Courses 1, 2 and 3. This course includes: (a) Gravimetric Analysis. A study of the chemical balance in gravimetric methods of analysis, reactions, theories of analytical chemistry and stoichiometry duplicate determinations of iron in an iron wire, and silver and copper in a dime. (b) Volumetric Analysis. The calibration of two burettes and pipette; volumetric determination by precipitation, by neutralization, by oxidation and reduction; and the exact preparation and use of standard solutions. Laboratory fee, \$6.00.

Courses 7 and 8 are open only to those who have done a high grade of work in the previous courses, and who are willing to render service as a laboratory instructor during their Junior and Senior years. The consent of the Head of the Department is to be secured before registering for either of these two courses.

7. **Quantitative Analysis.**—Classroom, one hour; Laboratory, twelve hours a week. First semester, Senior year. This course

includes the analysis of limestone, iron, nickel, manganese and antimony ores, brass, steel, etc. Laboratory fee, \$7.50.

8. Quantitative Analysis.—Classroom, one hour; Laboratory, twelve hours a week. Second semester, Senior year. This course will be arranged to meet the needs of the individual student and may include:

- (a) Water Analysis.
- (b) Analysis of Soils.
- (c) Chemistry of Food.
- (d) Special Analysis.

Laboratory fee \$7.50.

9. The Teaching of Chemistry.—Through the recommendation of the Head of the Department, and with the approval of the Course Committee, a limited number of students who have done meritorious work may elect this course during their Junior or Senior years. The course offers practice teaching and experience in the care and management of a laboratory. Four or six hours service a week. One semester hour credit for two hours service, total credit not to exceed six semester hours under any circumstances.

10. Elementary Theoretical and Physical Chemistry.—Lectures and recitations. Three hours, second semester, Senior year.

11. Physical-Chemical Measurements.—Two or three credit hours. Accompanied by Chemistry 10.

DUTCH

The study of the Dutch Language and Literature is of great value in itself, but especially for students who expect to serve the people in our Dutch communities. The Holland language is still used in many homes, and also in the meetings of many of our Reformed churches, east and west.

Our aim is to enable the student to use the language correctly in speaking and in writing, to acquaint him with the best literature written in the Dutch language, and with the history of the Netherlands.

The courses are open to all college students.

1. Beginners' Course.—Introductory exercises. Grammar and reading. Essays. Textbooks: Terwey's *Korte Nederlandse Spraakkunst en Oefeningen*; J. P. De Keyser's *Een Bloemkrans* (selections). First semester.

2. **Grammar, Reading and Composition.**—(Course 1, continued.) Textbook added: Boswijk en Walstra's *Het Levende Woord*, I. Second semester.

3. **History of the Netherlands.**—Textbook: Van Ripsen's *Geschiedenis des Vaderlands*. Essays on historical subjects. First semester.

4. **History of Dutch Literature.**—Textbook: J. Appeldoorn en Dr. W. F. Van Vliet's *Nederlandsche Letterkunde*; supplemented by a course in reading of *De Genestet* and *Staring*. Essays on literary subjects. Book reviews. Reading in Van den Vondel (*Lucifer*, *Leeuwendalers*), *Bilderdijk* (*Elius*, *Een Ode aan Napoleon*), *Da Costa* (*Wachter en Vijfentwintig Jaren*). Writing of one or more orations. Second semester.

5. **Reading and Composition.**—Textbooks: Boswijk en Walstra's *Uit onze Beste Schrijvers*; Kroenen's *Uit onzen Taalschat*, III. Essays and orations. First semester.

6. **Course 5 continued.** Supplemented by reading of *Classics*. Second semester.

EDUCATION

The courses offered in this department are intended especially to prepare teachers for secondary schools. However, the work fits in conveniently with the courses offered in other departments of the college and will prove helpful to students who plan to enter the ministry or to engage in social work. Special efforts are made by the Appointment Committee to secure positions for graduates who have shown special aptitude for teaching, but the Committee does not guarantee to place applicants.

1. **General Psychology.**—Prerequisite to all courses in Education. Four hours.

3. **Educational Psychology.**—A study of the psychological principles applied to the learning process. Special attention is given to experimental work in Education. Junior and Senior. Second semester. Three hours.

4. **Principles of Secondary Education.**—This course includes a study of the aims of education and the principles applied in instruction, with special reference to methods of teaching in High Schools. Observation work and practice teaching are connected with this course. First semester. Three hours.

5. **History of Education.** — Ancient. Special attention is given to those historical agencies which have influenced the

organization, method, content, and results in the education of the various peoples. Junior and Senior. First semester. Three hours.

6. **History of Education.**—Medieval and Modern. A continuation of Course 5. Emphasis is given to the development of modern systems in the various countries, and especially in the United States. Junior and Senior. Second semester. Three hours.

8. **Secondary School Problems.**—This course deals with the various High School activities and the problems the teacher meets, such as aims of secondary education, evaluation of subjects, classroom teaching, socialized recitation, student social activities, student government and the social demands upon a High School education. Senior. First semester. Two hours.

9. **School Supervision and Administration.**—This course deals with educational aims and forms of control, maintenance and support, courses of study, school boards, types of buildings, textbooks, engaging teachers, efficiency in work, measurements of results, graduation, promotions. Junior and Senior. Second semester. Three hours.

10. **Social Aspects of Education.**—This course treats of the relations of the individual to society, to other socializing institutions, and to the social aims and activities of the school. Senior. First semester. Two hours.

11. **Introduction to Secondary Education.**—This course aims to acquaint the student with the history of the American High School, its aims, methods, courses, administration, organization, evaluation of subjects, characteristics of pupils, social problems, and other fundamentals essential to students of secondary education. Juniors. Second semester. Three hours.

12. **Child Psychology.**—A study of children from the psychological and pedagogical point of view, with special emphasis upon their power and ability to learn in the various periods, including discussions of supernormal, normal and subnormal development. Senior. Second semester. Two hours.

13. **Practice Teaching.**—Five hours of Practice teaching is required of all candidates for a teacher's certificate according to the new law. This receives no credit toward graduation in semester hours. This practice teaching is done in the College High School, and is arranged to suit the convenience of the candidates for a certificate. Seniors.

15. **Class Room Management.**—This course deals with practical problems confronting the teacher in the class room. Spe-

cial attention will be given to the different phases of the recitation, its machinery and process, with reference to the student as the object, and the results attained. Senior. Second semester. Three hours.

Seniors who wish to be recommended for a Teacher's certificate take notice of the following:

1. Twenty-two semester hours in education are required. Courses 1-5 inclusive and 11 are required. These twenty-two hours include all the requirements of the State Board of Education and the Laws of Michigan and are in excess of these requirements to meet the demands of other states.
2. Five semester hours of Practice Teaching will be required of all candidates for a certificate. No credit toward graduation is given for Practice Teaching. This work will be done in the College High School under efficient supervision.
3. Twenty hours of observation are required. Students may observe in the neighboring High Schools.
4. A thesis will be required of each applicant for a certificate.
5. The appointment Committee reserves the right to withhold recommendation for positions irrespective of Faculty certification for a certificate.

ENGLISH

1. Rhetoric and American Literature.

(a) Rhetoric.—A comprehensive study of the basic principles of composition with abundant practice in writing, especially in exposition and argumentation. First semester. Three hours.

(b) American Literature.—A study of the development of American literature from 1607 to 1840, accompanied with analysis of a variety of illustrative material and wide supplementary reading. First semester. Two hours.

2. (a) Rhetoric.—Continuation of Course 1a. Emphasis on description and narration. Second semester. Three hours.

(b) American Literature.—Continuation of Course 1b. Covers the period from 1840 to the present time. Second semester. Two hours.

4. English Literature and Rhetoric.

(a) Literature.—A brief survey of the development of English literature from Anglo-Saxon times to the beginning of the

Restoration. Reading lists and oral and written reports. First semester. Two hours.

(b) **Rhetoric—Short Story.**—Detailed study of the principles of description and narration, with practice in writing a short story, combined with supplementary reading of representative short stories. First semester. Three hours.

(c) **Rhetoric—Argumentation.**—Detailed study of the principles of argumentation with practice in brief-making, written forensic, and formal debate. First semester. Three hours.

5. English Literature and Rhetoric.

(a) **Literature.**—Continuation of Course 4a. A brief survey of the history of English literature from the Restoration to the modern period. Second semester. Two hours.

(b) **Rhetoric—Some Modern Types of Writing.**—Analytical study of the best types of present-day writing outside the field of the short story—essay, editorial, controversial article, etc. Practice in composition, and supplementary reading in the best current periodicals. Second semester. Three hours.

(c) **Rhetoric—Forms of Public Address.**—A study of the application of the principles of composition to the forms of public address—letters, editorials, eulogy, commemorative addresses, dedication, inaugurals, speeches of welcome and of farewell, legislative and political addresses, after dinner speeches etc. Practice in writing several types determined upon by the student and the instructor. Second semester. Three hours.

6. **The Lake School of English Poetry.**—Special reference to William Wordsworth. Four hours.

7. **The Development of Drama.**—A study of the Greek and Roman tragedies and comedies, the medieval Mystery and Morality plays in France, Germany and England, and the development of the modern drama down to the present time. First semester. Four hours.

8. **The Elizabethan Drama.**—Special reference to the plays of Shakespeare. Junior. Second semester. Four hours.

9. **Alfred Tennyson.**—First semester. Four hours.

10. **Browning.**—Senior. Second semester. Four hours.

12. **John Milton.**—Junior. First semester. Four hours.

13.—**Romantic Poetry.**—The object of this course is to familiarize the student with the romantic movement in English lit-

erature, to ascertain the rationale of this phenomenon and to trace the different aspects and exhibitions of this movement as found in the poets Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Hood, Landor and others. Juniors and Seniors. First semester. Three hours.

14. **College English Grammar.**—With the firm belief that English Grammar does not receive the attention it deserves in the Primary and Secondary grades of the public schools, and that, as a consequence, such as intend to teach English should have a thorough review of this subject, this course is offered to Seniors. First semester. Two hours.

15e. **English Contents.**—This course, as a review course, aims to acquaint those who wish to teach English in Secondary Schools and Colleges with the fundamentals of the subject. It includes a survey of the field of Grammar, Rhetoric. English Literature and American Literature. Discussion of Methods, Projects, Literary Appreciation, and Literary Aims is carried on, together with consideration of typical difficulties met by both teacher and student in the treatment of the class work. Credit is given for the work to the extent of two hours out of the total of twenty-two hours required for the Michigan State Teachers' Certificate. It will not be accepted in lieu of any course in the specified English Courses.

16ps. **Vocal and Literary Interpretation of the Bible.**—This course is specifically intended for divinity students, and such as desire to specialize in the general art of Public Reading. Seniors and Juniors. First semester. Three hours.

17. **Recent Literature.**

18. **The Modern Novel.**

19. **19th Century English Prose Masters and Composition.**—The Chief representative writings of Lamb, Hazlett, Carlyle, Ruskin, Matthew Arnold, Newman, Pater, and A. C. Benson will be studied for subject-matter and style. A study of their methods of using English will accompany original composition of those taking the course. Study and preparation of theses will be an important part of the course.

FRENCH

Four years of French are offered with a view of obtaining a correct pronunciation, thorough knowledge of construction, and the ability to translate and appreciate the best French writers. A study is made of the leading movements in the history and

development of French literature, and of the characteristic works of the principal authors. Composition, dictation, memorizing, and conversation in French are employed throughout the course.

1. **Beginners' Course.**—Grammar and composition exercises, oral drill, with careful attention to pronunciation according to the phonetic symbols. First semester. Five hours.

2. **Course I Continued**, leading to selected fiction and lyrics, principally from Daudet and Hugo, with exercises in conversation and composition based on the literature read. Second semester. Five hours.

Second Year French

3. **A Rapid Survey of the whole field of French literature**, with an anthology and outline, giving special attention to certain groups and movements, as *La Pléiade*, *les Encyclopédistes*, Classicism, Romanticism and Realism. First semester. Five hours.

4. **The Drama of the Seventeenth Century.**—Corneille, Molière, Racine. The reading in class and by individual assignments of the principal plays of these authors. Lectures on the development of the French drama. The influence of the Hotel Rambouillet. First semester. Five hours.

Third Year French

5. **The Eighteenth Century.**—Voltaire, Rousseau, Diderot, and Beaumarchais. A study of the age called by the name of Voltaire, with an endeavor to find in literature the forces that led up to the French revolution. First semester. Five hours.

6. **French Romanticism to French Realism.**—A study of the writing of Lamartine, Musset, Vigny, Hugo and Balzac. Second semester. Five hours.

Fourth Year French

7. **French Prose Fiction.**—A critical study of the short story, illustrated by such writers as Coppée, Bazin, Mérimée, Daudet and Maupassant, to be followed by the analysis of several of the leading novels of modern French authors. First semester. Five hours.

8. **The Modern Drama.**—A critical study of the best plays produced for the French stage from the time of Augier and Dumas Fils down to Sardou, Hervieu and Rostand. Second semester. Five hours.

GERMAN

The aim of the department is to give the student the ability to read German intelligently. To gain this end the study of the grammatical fundamentals is made as complete as possible. Composition, translation, dictation, memorizing and conversation are used in all courses. A study is also made of the lives of the great men of letters, together with the great literary movements, in the hope that the student may become interested in the literature and institutions of the German people.

First Year German

1. **Beginners' Course.**—A study of grammar, memorizing of many poems and songs, and frequent exercises in composition. First semester. Five hours.

2. **Beginners' Course Continued.**—The entire grammar is reviewed. Classics are read, chosen from the works of Storm, Gerstäker and Hillern. Conversation and composition are based upon the classics read. Second semester. Five hours.

Second Year German

3.—**General Reading Course.**—A brief survey of the history of German Literature serves to orient the student. A study is made of the German Novelle and thru outside reading and reports the best types are introduced. Composition and grammar review. First semester. Five hours.

4. **Introduction to German Drama.**—Works by Lessing, Schiller and Goethe form the basis for this study. Outside reading gives the origin of the German theater and its influence on literature. Second semester. Five hours.

Third Year German

5a. **Modern German Drama.**—A study of the works of the best modern dramatists including Fulda, Grillparzer, Hauptmann, Sudermann. Special reports and outside reading will introduce other authors than those read in class. First semester. Three hours.

5b. **Modern German Short Stories.**—Short stories by modern authors will be read and discussed. Stress will be laid on the ability to read with understanding. Summaries, criticisms and reviews will be required. First semester. Two hours.

6a. **The German Novel.**—Some classical and some modern novels will be read in class. Each student will be expected to read and report on one novel in addition to those read in class. Second semester. Three hours.

6b. **German Poetry.**—A survey course in poets covering in general the poetical works from Klopstock to modern times. Second semester. Two hours.

Fourth Year German

7a. **Schiller.**—A careful study will be made of the life and works of Schiller. *Das Lied von der Glocke* and other songs and ballads will be studied as well as the dramas. The dramas read will include *Wallenstein's Tod*, *Die Jungfrau von Orleans*, and *Maria Stuart*. First semester. Three hours.

7b. **Heine.**—Selections from prose and verse will be read. Many poems will be committed to memory. Heine, Liptzin, will form the basis of study. First semester. Two hours.

8a. **Goethe.**—This course will include a survey of Goethe's works. The text used will be Goethe's *Meisterwerke*, Bernhardt. In addition at least one entire work will be read, either *Egmont*, *Sesenheim*, or *Faust*, Part I. Second semester. Three hours.

8b. **Grammar Review.**—This course is intended especially for those students who expect to teach German or to pursue research which will require a knowledge of German. Second semester. Two hours.

GREEK

1. **Beginners' Course.**—Textbook: White's *Beginners' Greek Book*. Methods of study; word lists and inflections. Translations. English-Greek; Greek-English. First semester. Five hours.

2. **Completion of Course 1.** Second semester. Five hours.

3. **Xenophon.**—*Anabasis*, Books 1 and 2. Review and application of the principles of syntax and inflection. First semester. Five hours.

4. **Completion of Course 3.**—*Anabasis*, Books 3 and 4. Second semester. Five hours.

5. **Historical Prose Writers.**—Xenophon, *Hellenica*, Books 1-4. Thucydides, selections. The style, method and aim of the Greek historians are studied, together with a review of the important facts of Greek history. First semester. Five hours.

6. **The Greek Orators.**—Lysias: *Against the Grain Dealers*, *Against Diogenes*, *For Mantisheus*, *Against Eratosthenes*, *On the Sacred Olive*. Notes on the style of Lysias and his place in the development of Greek prose. Second semester. Five hours.

7. **Homer.**—Iliad and Odyssey, selections. The life and times of Homer, his place and influence. Notes on Epic poetry. First semester. Five hours.

8. **Comedy and Tragedy.**—Aristophanes' Clouds. Sophocles' Antigone. Second semester. Five hours.

9. **Philosophy.**—Plato, Apology of Socrates and Phaedo.

10. **Demosthenes.**—The Phillippics and Olynthiacs.

11. **The History of Greek Literature.**

12. **The Greek New Testament.**—Second semester. Three hours.

13. **The Septuagint.**

14. **Aristotle.**—The Ethics.

Courses 8, 9, 10, 11, 13, and 14 will be given when classes can be arranged.

HISTORY

The following courses are planned to give the students an introduction to the large field of European and American history. They are intended to awaken the historical imagination and to impart that culture and information which are so useful in the student's later life of public service. Much emphasis is laid upon the rise and development of modern states, their institutions and their problems. The library and textbook methods are combined in all the courses.

1. **The History of Europe—1500-1815.**—The religious Reformation, the Age of Louis XIV, and the French Revolution. The lectures of the first few weeks are devoted to some preliminary problems, such as the Rise of the Church and the Papacy, the Holy Roman Empire, Feudalism, the Renaissance, etc. First semester. Four hours.

2. **The History of Europe Since the Vienna Congress (1815).**—The development of the modern states and their constitutions. Second semester. Four hours.

3.—**The Political History of England.**—A study of the development of England and the British Empire from the earliest times to the present with special emphasis on the social and political factors which have made England the laboratory of Democracy. First semester. Four hours. Open to Seniors. Others by special permission.

4. **The Constitutional History of England.**—A study of the development of the present British Government with an attempt to show how the present has its roots in the remote past. A problem in personal research is required of every student. Three years of College History required for admission. First semester. Four hours.

5. **American Diplomacy.**—A study and survey of the history of the United States from the external point of view. An attempt is made to study the methods and usages of diplomacy as well as the history of the various episodes which have become recognized as the high points of our Foreign Relations. International problems of all sorts are subject to consideration with a view to formulating a more thorough understanding of modern world-wide politics. Courses 6 and 7 required for admission. Four hours. Second semester.

6. **History of the United States, 1492-1828.**—The emphasis is placed upon the diplomatic and the constitutional history of the period. First semester. Four hours.

7. **History of the United States, 1828-1924.**—The emphasis is placed upon political, social, and diplomatic history of the period. Second semester. Four hours.

10 and 11. **American Constitutional History.**—A study of the background of the United States Constitution, the work of the Federal Convention of 1787, and of the changing Constitution through the effects of court decisions. Every Student is required to do a definite piece of personal research and should have had at least three years of College History before entering the course. Four hours. Second semester.

12. **World History.**—An Orientation course for Freshmen in which the rise and development of mankind is traced from the earliest known period to the close of the Roman epoch. Special emphasis is laid on Art, Architecture, and all the social phases as factors contributing to human progress. Required of all Freshmen taking the History Course. Five hours. First semester. Freshmen only. Others by permission.

13. **World History.**—A continuation of Course 12, covering the period from the fall of the Roman Empire to the present time. Course 12 required. Five hours. Second semester.—Freshmen only or by permission.

14. **History Methods.**—A special course in the methods of teaching history in the Junior and Senior High School. Entire emphasis on special technique in the presentation of history to younger students. First semester. Two hours. Seniors.

15. United States History for Science Students.—A course designed to give students of Science their requirements in History in one semester and at the same time a comprehensive view of United States History. First semester, alternate years. Five hours.

16. Ancient History.—A course designed for Classical students and advanced students of history in the Junior and Senior years. First semester. Five hours.

Courses 3 and 15 alternate. Course 15 offered 1929-30.

Course 16 given on alternate years or by request. Not offered 1929-1930.

LATIN LANGUAGE AND LITERATURE

The courses in Latin study aim to promote the best interests of students seeking either a general and liberal education or the more specialized form of education. Courses offered for 1929-30 and 1930-31.

All students who wish to qualify properly as teachers of Latin and who wish a special recommendation from the head of the Department should plan to study three years of Latin in the College inclusive of the Teachers' course. Such students should consult the head of the Department for proper selection of their courses.

Students entering College with four units of Latin should first of all elect courses 1 and 2 in their first year of Latin study.

A. Elementary Preparatory Latin.—This course and course B., continuing throughout the year, cover the first two units of Latin for entrance requirements. Successful completion of the courses entitles the student to two Latin units for admission in Law or Medical Schools. This course is also designed for Science and Classical students in need of Latin requirements. First semester.

B. Elementary Preparatory Latin.—For description see Course A. Second semester.

1x. Selections from Cicero and Sallust.—A study in the comparison of ancient and modern oratory. Collateral reading in Roman history and government during the last century of the Roman Republic. First semester.

2x. The Aeneid of Virgil and Selections from Ovid.—An interpretation and appreciation of Roman poetry. Emphasis on

metrical reading. Collateral reading in Greek and Roman mythology. Second semester.

1. **Cicero—De Amicitia or De Senectute.**—A thorough study of the life and time of Cicero. Prose composition and syntax study. Interpretation of the Roman field of philosophy. First semester.

2. **Selections from Livy.**—A critical study of Livy the historian. Collateral reading in Roman history and literature. A comparative study of Latin and English style effected by written translations. Prose Composition and Syntax study. Second semester.

3. **Horace—Odes and Epodes or Satires and Epistles.**—Emphasis on Metrical reading. A study of social customs during first century of the Roman Empire. Prose Composition and Syntax study. First semester.

4. **Tacitus—Germania or Agricola.**—Summary of the History of Rome under the Empire. Prose Composition and syntax study. Second semester. Elective.

5. **Roman Comedy—Plautus or Terence.**—A study of the development of the drama with emphasis on the Greek influence in Roman drama. Elective. Second semester.

6. **Elegiac Poetry—Propertius.**—History of the Elegy. Latin grammar review. Second semester. Elective.

7. **Roman Philosophy—Moral Essays of Seneca.**—Study of Roman philosophy with special reference to Stoicism. Assigned readings. Papers and discussions by the class. One hour a week will be devoted to a systematic study of Roman literature on the basis of Bender's Roman Literature. First semester. Elective.

8. **Roman Satire—Juvenal.**—Study of the history and development of Roman Satire. Social life of Rome under the Empire. One hour a week will be devoted to a special study of Roman public and private life. Second semester. Elective. Two hours.

9e. **Teachers' Course.**—Careful study of the methods of teaching Latin. Lectures on the methods of criticizing translations and on the fundamental principles of translation. Methods of teaching Latin Prose Composition. Attention is given to the courses taught in Secondary Schools and to appreciation of Classical Literature.

10. **Epigrams of Martial.**—Study of the metrical reading. Collateral reading on social life of Martial's age. Second semester. Elective.

MATHEMATICS

The course in Mathematics is intended to serve three classes of students. First and primarily, it offers courses for those intending to study mathematics as a part of a good general and liberal education. With this in mind, thoroughness rather than multiplicity of courses is emphasized. Secondly, it aims to prepare those who expect to continue the study of Mathematics or applied sciences in professional courses or in graduate work. Thirdly, it attempts to give those who expect to teach this subject a thorough grounding in both the contents and the history and teaching of mathematics.

All Freshman courses require for admission one and one-half ($1\frac{1}{2}$) years of high school Algebra and one (1) year of Plane Geometry. All those entering with only one year of Algebra must take a course of two hours per semester in Advanced Algebra. No college credit is allowed for this course.

1. **Solid Geometry.**—Complete course, including study of the sphere. Much original notebook work required on problems and originals. Prerequisite to all Sophomore courses and for Spherical Trigonometry. Must be taken by all Science and Mathematics students not offering same as an entrance credit. First semester. Four hours per week. Credit, two hours.

2. **College Algebra.**—This course gives a brief but thorough review of elementary principles, a study of determinants, binomial theorem, series, etc. Prerequisites: One and one-half years of high school Algebra and one year of Plane Geometry. Those who offer only one year of high school Algebra must first take a course in Advanced Algebra, reciting two hours per week, with no college credit. First semester. Credit, four hours.

3a. **Plane Trigonometry.**—Prerequisites: Academic Algebra and Plane Geometry. Special emphasis on applications. Second semester. Credit, five hours.

3b. **Spherical Trigonometry.**—Special emphasis on applications to Astronomy, Surveying and Navigation. Second semester. Two hours.

4. **Analytical Geometry.**—Prerequisites: Courses 1, 2, and 12. A study of the three sets of coordinate loci and their equations of the straight line, circle, and the conic sections, with a brief introduction to the study of Higher Plane Curves and Solid Analytics. First semester. Credit, five hours.

5. **Calculus—Differential.**—Prerequisites: Courses 1, 2, 3, 4 and 12. Fundamental principles developed by methods of rates

and increments, infinitesimals, maxima and minima, Taylor's and Maclaurin's Formulas, etc. Emphasis on applications to Physics and Astronomy.

6. **Plane Surveying.**—Prerequisites: Geometry and Plane Trigonometry. A course in field work involving actual problems in surveying, leveling, use of tape, chain, etc.; plotting, field notes, and a map exhibiting a personal survey of an irregular piece of land. References: Barton's Plane Surveying and Johnson and Smith's Surveying. Second semester.

7. **Astronomy—Descriptive.**—A course covering the general principles and theories of the heavenly bodies; their distances, motions, and mutual relations; tides, eclipses, and a review of the modern doctrines of the universe in the light of modern astronomy. Not open to Freshmen. Plane Trigonometry required. Credit, three hours. Second semester.

8. **Calculus—Integral.**—Continuation of Course 5. Expected of all specializing in Science and required of those majoring in Mathematics. First semester. Credit, three hours.

9. **Differential Equations.**—Review of the Calculus and a study of the types of simple differential equations as given in texts like Love's or Granville's. Also, a brief review of college mathematics. Second semester. Credit, two hours.

10. **Theory of Equations.**—Text: Dickson's Elementary Theory of Equations. Calculus, a prerequisite. May be taken by Seniors who are taking Calculus at the same time. First semester. Credit, three hours.

11. **Contents Course.**—Open only to Seniors in connection with the Department of Education. Credit, 2 hours in Education. Special emphasis on the pedagogy and history of the various subjects of mathematics as taught in secondary schools. Inspection and criticism of the work of actual teaching in neighboring high schools is required.

PHILOSOPHY

1-P. **General Psychology.**—Junior year. First semester. Four hours.

This course is chiefly concerned with normal adult human psychology, and is intended as a series of fundamental studies preparatory to more advanced work in the main and subsidiary branches of this science. Such time as is available is devoted to simple experimentation and to supplemental reading from standard authorities.

2. **Ethics.**—Senior year. First semester. Four hours.

A general introductory course in the philosophy of the moral life. The more important historic theories of morality are analyzed, compared and criticized. The first half of the course deals with the study of the development and theory of morality, and the second half is devoted to a consideration of the practical problems of personal and public morality. Supplemental reading from standard authorities is assigned as time allows.

3. **Problems of Philosophy.**—Senior year. First semester. Four hours.

This course is designed for beginners in the subject of pure philosophy and takes up the fundamental problems, ontology, mind, cosmology, epistemology, morality, and religion. That the human intellect is a blind alley, and that life is a venture or faith, are facts which this course is meant to emphasize.

4. **History of Philosophy.**—Second year. Four hours.

In this course the development of philosophic thought from ancient to modern times is studied, and an effort is made to familiarize the student with the more important philosophers and their theories of the universe.

PHYSICS

The Courses in Physics are designed for students who seek a general knowledge of the subject, as well as for those who desire to follow the progress of this and other sciences in their theory and application.

General Physics presents the fundamental facts of Physics together with the relation of these fundamental facts to basic laws and principles. Breakage fee, \$5.00 per course.

1. **General Physics.**—Mechanics of solids and liquids, sound and heat. Recitation, four hours; laboratory, two hours. Must be preceded or accompanied by Mathematics 3. First semester. Laboratory fee, \$5.00.

1a. A two hour laboratory course in Mechanics, Sound and Heat, which may be taken with Course 1.

2. **General Physics.**—Magnetism, Electricity, and Light. This course is a continuation of course 1 and should be preceded by it. Second semester. Laboratory fee, \$5.00.

2a. A two hour laboratory course in Magnetism, Electricity and Light accompanying Course 2.

3. Advanced course in Mechanics, with a detailed study of such subjects as Simple Harmonic Motion, Wave Motions and a determination of several of the important physical constants. This course includes an introduction to the mechanics of the atom. Three hours credit.

4. Electrical Measurements.—Three hours credit.

POLITICAL AND SOCIAL SCIENCE

A course is offered each year in Political and Social Science. The text work is supplemented with observational and investigative work with the idea of awakening the mind to the facts and problems of political, economic, and social life.

1. Political Economy.—Detailed reports on the financial, labor, grain, produce, and livestock markets; analysis of government, bank, fiduciary, and trade reports and statements; historical survey of the development of the idea of value.

1a. Political Economy.—Advanced course in the theory of economics. Prerequisite, Course 1. This course is intended for students in history, in pre-law work and for those who plan to teach social and political sciences. It deals more directly with the history and development of economic theory. Only those with positive qualifications for the course will be registered in it.

2. Political Science.—A study of the National Government and its functions and the relationships between it and the state governments of the nation. It is the aim of this course to give a better understanding of the actual working of all our government from the National Government at the top down through the State, County, Township, City, and small town governments at the bottom. The course is conducted by textbook and collateral reading and a term paper is required. First semester. Four hours.

3. International Law.—An elementary study of the principles of international comity. (By arrangement.)

4. Social Science.—Studies in the social group. An investigation of modern urban and rural conditions as they affect the body of the nation. Especial emphasis is laid upon the ethical aspect of social conditions. (By arrangement.)

5. City Government.—A study in modern city government. The Aldermanic System; Commission Government; City Managers; Charters; Home Rule; the State and the City; Public Utilities and the City; Budgets and City Accounting. (By arrangement.)

PUBLIC SPEAKING

The courses in Public Speaking include the study of the speaking voice; the various requirements for proper conduct on the platform and in the pulpit; the laws and principles of enunciation, pronunciation, phrasing, emphasis, melody, tone color and cadence. A thorough drill is given in the difficult art of reading aloud both prose and poetry. A special course is given to divinity students in the difficult art of reading the Bible. Speeches and orations are written and delivered by the students, which are subject to careful criticism by the instructors. Impromptu and extempore speaking are emphasized in the Senior year.

Students who expect to enter Theological Seminaries after finishing College, as well as such as are preparing to teach English and Public Speaking in Academy or High School, are required to take all the courses offered in this department. All other students must take at least the Senior class courses.

Private lessons may be had at reasonable rates.

Hope College is a member of the M. O. L. and M. D. L., and represents the Gamma Chapter of the Pi Kappa Delta, an honorary oratorical and forensic society of national scope.

RELIGIOUS EDUCATION

The courses offered in this department have a dual purpose—that of developing and deepening the religious experience of the students taking work in the department, and, also, that of training the individual student both in the technique required in the teaching of religious material in the various Church Day and Sunday Schools, and in the practical administration of a parish program of Religious Education. If students have taken the required courses in this department, help will be given them in the securing of positions as Church Secretaries or Directors of Religious Education.

1. **Principles of Religious Education.**—A general survey of the field of Religious Education dealing with the methods of teaching religious materials, and the basic principles of administration of schools of religion. Prerequisite to all courses in the department. Juniors and Seniors. First semester. Three hours.

2. **Curriculum of Religious Education.**—A study of the development of the present religious curriculum and a comparative study of the curricular materials available for Sunday Schools,

Week Day Bible Schools, and Daily Vacation Bible Schools. Juniors and Seniors. First Semester. 3 hours.

3. **History of Religious Idealism.**—A study of the development of religious thought and customs throughout the world with a special emphasis upon the superiority of Christian idealism. Juniors and Seniors. First Semester. 4 hours.

4. **Psychology of Religion.**—A study of the psychological basis of the customs and expressions of religious experience. Special attention will be given to the needs of the men preparing for the ministry. Prerequisite, General Psychology. Juniors and Seniors. Second Semester. 3 hours.

5. **Parish Administration.**—This course includes a study of the underlying principles of educational administration as well as the methods of administering Sunday, Week Day Bible, and Daily Vacation Bible Schools. Juniors and Seniors. Second Semester. 3 hours.

6. **History of Religious Education.**—A survey of the development of Religious Education since 1600. Juniors and Seniors. Second Semester. 2 hours.

7. **Church Office Administration.**—This course consists of a study of the work of a Church Secretary, including the various methods of keeping church and school records.

The College High School

AN ACCREDITED HIGH SCHOOL
WITH FULL, REGULAR COURSES

THE PIONEER SCHOOL 1851
THE ACADEMY 1862
THE PREPARATORY SCHOOL 1900
THE COLLEGE HIGH SCHOOL 1928

COLUMBIA AVE. CAMPUS
HOLLAND, MICHIGAN

THE COLLEGE HIGH SCHOOL

There has long been a demand for a select private school in Michigan similar to schools of this type in our eastern states. These schools must always conform to the highest standards of public education in the United States and be accepted by all state departments and by all universities and graduate schools or they should cease to exist. They differ only in the closer supervision given to the courses offered which do not cover the wide and varied elective range demanded of high schools because of the great difference in capacity and purpose of the public school group. Our public school system ranks as high as any in the world in variety and scope of courses and meets the wishes of vocational and technical students in a masterly way. The literary and cultural studies, however, have not developed so fully as the vocational studies, and the select schools of the country put all their efforts into the latter, omitting the former entirely.

The select schools become better adapted for college preparation because of this organization. They make it possible for students to keep in mind throughout their high school years the demands of the professional schools. They offer more intensive training in the languages, both ancient and modern. They emphasize the cultural value of school attendance rather than the gainful values. They seek to carry out the particular value of school attendance as an intellectual pursuit. The courses offered in the College High School are based on this principle entirely.

A further advantage which has been developed in the College High School is a system of supervised training and conference by which expert teachers of long and successful experience have full charge of all recitation work and direct at the same time the active teachers in each subject. Individual pupils are given individual attention by advice, conference, and pedagogical analysis which is impossible in the crowded conditions of our public schools. This analysis is a process of tests in intellectual and skill habits, a placement based on personal conference, and close guidance in impulsive and purposeful tendencies. Retardation is not permitted but, on the other hand, too rapid advancement is avoided if it is done at the expense of sure intellectual growth. This is made possible by the limitations placed upon the number who will be accepted and enrolled for regular work.

Training in character is primary to good citizenship and to moral habits in social and private life. Our present day educational thought seems to tend toward the notion that a boy must first of all be taught the duties of citizenship, the

privilege of the ballot, proper attention to community duty and interests, and the development of the commercial and industrial phases of our national and civic life. The best and most approved theory, on the other hand, holds that the formation of character in moral habits and ethical principles is the primary purpose of education and that civic and social life will be determined entirely by such character. The College High School follows this latter principle and provides the best religious and moral surroundings, with regular worship and study in the Christian religion as a part of the required courses. There is no sectarian or denominational emphasis, but the background of all teaching is Scriptural and Protestant on the order of the Reformation and Presbyterian thought.

All the helpful activities of school life are promoted. Public speech and debate, literary society organization, and intra-class athletics are given such attention as will develop the social character of the student. The high school years are too immature for many of the outside attractions common today, and the College High School proposes to guide the student along these lines so that he will receive their fullest benefits without overemphasizing the attractions of many of them. Close touch with the best developments in our moral and social and civic life will always correct our educational tendencies, and the Faculty of the College High School aim to help the student body in these various elements of healthy, hearty, youthful life.

The schedule of courses which follows will indicate the thorough nature and wide scope of the branches which are offered. It will be noticed that no vocational work is offered. The scientific courses open the way for students who propose to themselves later work in the practical arts and trades; and they prepare for advanced scientific work in college. Information and facts, culture and character are at the background of all the work which is done.

All the work of the College High School is carried on at the east side of the College Campus. General social advantages of the College are open to High School students and they are urged to take as full part in these general programs as their hours will permit.

There are no tuitional costs. All expense for books and other material for class room is left to the student's management. Day students will of course live at their own homes. Students from other places will find living costs most reason-

able. Unnecessary expense will not be permitted and students who are given to expensive living will be asked to withdraw. All social activities are under the direct supervision of the Faculty and hours and programs are under the care of individual teachers. For further information inquiries may be addressed to Principal Garrett Vander Borgh, A.M., Graves Hall, Holland, Mich.

ADMISSION

Pupils holding an "Eighth Grade Diploma" of an accredited public school will be admitted to the "D" class on credentials. Admission by examination is arranged for all others, based upon Michigan State Public School Standards. Graduates of Junior High Schools and Tenth Grade Schools will be admitted on credentials or examination in the same manner.

Advanced standing may be obtained only after examination in all required subjects prerequisite to a given classification.

GRADES AND REPORTS

The minimum passing grade is 70 on a basis on 100. Three failures (designated by "F") in the required subjects automatically drop a student into the class below. By this rule students in the "D" class are suspended for the current year, unless they wish to continue in studies as specials, or without credit. All conditions (designated by "C") must be made up by the end of the first week of the second semester immediately succeeding the semester in which the "C" was received; failure to comply with this rule, automatically makes the "C" an "F," and subject to all the rules of failures regularly placed against a student's record.

A full statement of the student's record is mailed to his parents at the close of each semester.

GRADUATION

A diploma of graduation is awarded upon the completion of sixteen units of work. The courses must be pursued as scheduled in the different groups. No diploma will be awarded for less than one year resident work immediately prior to the granting of the diploma.

THE FACULTY

PRINCIPAL

GARRETT VANDER BORGH, A. M.
Mathematics and Physics
In charge of Bible
38 East 22nd St., Tel. 2433

CLARENCE DE GRAAF, A. M.
English
R. R. 1, Tel. 7119-F21

ADELAIDE DYKHUIZEN, A. B.
History
92 East 10th St., Tel. 5330

EDWARD J. WOLTERS, A. M.
Latin and Greek
R. R. 1, Tel 7137-F12

ADVISORY BOARD

PRINCIPAL GARRETT VANDER BORGH
MRS. DUFEE
PROF. THOMAS E. WELMERS
PROF. EGBERT WINTER

DETAIL OF COURSES

BIBLICAL LITERATURE

The aim of instruction in the following courses is to give the student a better knowledge of the historical contents of the Bible, along with such information as to the social, political and religious conditions prevailing at the various periods as will lead to a more thorough understanding of the sacred narrative. The American Revised Version of the Bible, Standard Edition, is used as the source book, and a Manual of Bible History, by Rev. Wm. G. Blaikie, D. D., LL. D., is used as supplemental textbook throughout the four years.

All students are required to take the following courses, one hour per week, throughout each year:

1. The Pentateuch.—Manual, Chaps. 1-6—for "D" Class.
2. Joshua, Judges, Ruth, I and II Samuel.—Manual, Chaps. 7-9—for "C" class.
3. I and II Kings, I and II Chronicles, Ezra, Nehemiah, Esther.—Manual, Chaps. 10-13—for "B" class.
4. Inter-testamental History of Palestine, Life of Christ, Apostolic History.—Manual, Chaps. 14-16—for "A" class.

ENGLISH

First Year

1. First Semester.—5 hours a week devoted to a study of proper sentence construction with a thorough review of the fundamentals of grammar, spelling, punctuation and diction.

Supplementary reading for report of four approved books.

2. Second Semester.—5 hours a week devoted to the reading of classics with occasional assignments in oral and written composition. Novels, poems and dramas are selected from the list of College Entrance Requirements in English. The purpose is to cultivate the ability to read with intelligence and appreciation and to become familiar with the masterpieces of literature.

Supplementary reading of four approved books.

Second Year

3. **First Semester.**—5 hours per week devoted to the study of composition and rhetoric. Oral and written work in narration, description, exposition and argumentation with such review drill of fundamentals as is necessary.

Supplementary reading of four approved books.

4. **Second Semester.**—5 hours per week devoted to the reading and study of classics chosen from the College Entrance List. The selections are representative of the various forms of literary expression. They are of a slightly more advanced nature than those studied in the first year.

Supplementary reading of four approved books.

Third Year

5. **First Semester.**—5 hours a week devoted to the study of the composition and delivery of debate and other types of oral discourse. The object of the course is to teach students to think clearly and to express themselves effectively in both prepared and extemporaneous speech.

Supplementary reading of four approved books.

6. **Second Semester.**—5 hours a week devoted to the study of American Literature. The class time is devoted primarily to the reading and study of representative selections. Only such study is made of biographies and historical background as is necessary to understand the writings.

Supplementary reading of four approved books.

Fourth Year

7. **First Semester.**—5 hours a week devoted to the study of the history of English Literature up to 1798 with the emphasis placed on the reading of representative selections reflecting the historical background.

Supplementary reading of four approved books.

8. **Second Semester.**—A continuation of the first semester, covering the period from 1798 to the modern authors.

Supplementary reading of four approved books.

Elective

9. **First Semester.**—5 hours a week devoted to the reading and study of classics of a more advanced type such as essays, speeches and dramas with greater emphasis placed on technique.

10. **Second Semester.**—5 hours a week devoted to a review of fundamentals in composition. The course is especially adapted to meet the requirements for college entrance.

FRENCH

The aim of the French course is to give a good working knowledge of the language.

1. **Beginners' Course.**—A modified form of the direct method is used. Careful attention is given to the pronunciation by the phonetic system, to conversation, and the memorizing of proverbs, short poems, and prose selections. First semester.

2. A continuation of Course 1, with reading in easy French History. Second semester.

GERMAN

1. **Beginners' Course.**—Grammar and composition exercises. Much reading of easy German. Oral drill. The main aim is to open up a new field of literature to the student. First semester.

2. Continuation of Course 1.—Second semester.

3. **Rapid review of Grammar.**—Reading of several German authors. Conversation and composition. First semester.

4. Continuation of Course 3.—Second semester.

GREEK

1. **Beginners' Course.** — Textbooks: White's *Beginners' Greek Book*; Goodwin's *Grammar*. Methods of study; word lists and inflections. Translations: Greek-English, English-Greek. First semester.

2. Completion of Course 1.—Second semester.

3. **Xenophon.**—*Anabasis*, Books 1 and 2. Review and application of the principles of syntax and inflection. First semester.

4. Completion of Course 3.—*Anabasis*, Books 3 and 4. Second semester.

LATIN

1. **Beginners' Course.**—A standard beginners' book is used throughout the year. Some of the aims of this course are: Preparing the pupil to read Latin; increased understanding of those elements in English which are related to Latin; increased

ability to read, speak and write English; development of a historical and cultural background which will help the pupil to understand better many of the situations with which he comes in contact every day. First semester.

2. Continuation of Course 1.

3. A rapid review of the vocabulary, forms and syntax of the first year. Reading of material that has to do with mythology, the Roman in his home, or Roman history. Towards the end of the semester a study of Caesar and his influence on history. First semester.

4. Reading of selections from Caesar's Gallic Wars.—A study of the characteristics of the Gauls, Germans, and Britons, especially as these throw light on subsequent history. Second semester.

5. Reading of selections from Cicero or from other recommended authors.—An attempt to develop literary appreciation, and to give some training in citizenship through the reading of material on such live topics as these: corruption of government methods, class struggle, the land question, capital versus labor, expansion, colonial possessions, taxation, etc. First semester.

6. Continuation of Course 5.

7. Reading of Virgil's Aeneid during most of the year.—A study of the historical situation which was largely responsible for the Aeneid. Some study of the dactylic hexameter. Much emphasis on mythology and on the literary and aesthetic.

8. Continuation of Course 7.

MATHEMATICS

The preparatory courses in Mathematics embrace Algebra, Commercial Arithmetic, and Geometry. Two semesters of Algebra and two of Plane Geometry are required of all students expecting to graduate. Commercial Arithmetic and Solid Geometry are elective, but students expecting to enter college are advised to take Solid Geometry.

The aim of the courses will be, primarily, to acquire the thoroughness and breadth of information needed for future study of Mathematics; however, those wishing to enter more directly into some business or industry will receive the needed preparation.

1. Algebra.—Numbers; the simple operations; factoring; simple equations; fractions. First semester, "D" class.

2. **Algebra.**—Solution of linear system; ratio and proportion; graphical solution of equations in one or two variables; evolution; exponents; radicals. Second semester, "D" class.

3. **Algebra.**—Roots, radicals and exponents; quadratic equations and their theory; progressions and limits; binomial theorem; imaginaries. First semester, "C" class.

4. **Commercial Arithmetic.**—Review of arithmetic, including notation, metric system, fractions, ratio and proportion, divisors and multiples. Study of business forms, interest, stocks, bonds, discount, etc. Open to all students interested in the course.

5. **Geometry—Plane.**—Rectilinear figures; the circle; proportion and similar polygons. First semester, "B" class.

6. **Geometry—Plane.**—Completed. Areas of polygons; regular polygons; measurements of circle. Second semester, "B" class.

7. **Geometry—Solid.**—Lines and planes in space; polyhedrons; cylinders and cones; spheres; figures of symmetry. First semester, "A" class.

SCIENCE

A. Biology.

1. A year of Biology is required of all students and is given in the second year. Twelve of five hours each are devoted to the following subjects: (a) Physiology and Hygiene; (b) Zoology; (c) Botany.

Biology 1.—Twelve weeks, Elementary Physiology and Hygiene; six weeks Elementary Zoology. First semester.

Biology 2.—Six weeks Elementary Zoology; twelve weeks Elementary Botany. Second semester. (These courses give three hours to recitation and two hours to laboratory, weekly.)

B. Physics.

This course is required of all Seniors. It gives five hours per week to class recitation and two hours to laboratory work.

Physics 1. Practical Physics.—Mechanics of solids & fluids, heat, sound.

Physics 2. Continuation of Course 1.—Mechanics concluded, light, magnetism, electricity.

SOCIAL SCIENCE

1. Ancient History.
2. Medieval History.
3. Modern or World History.
4. Modern or World History concluded.
5. American History.
6. American History concluded.
7. Civics.

8. Economics. This course is an introduction to the theory of production, exchange, marketing, and economic reforms together with a more practical study of elementary problems in taxation, labor, rent and the organization of business.

All of the courses in Social Science cover a semester's work. It is expected they will be taken in the order given above. Standard texts are used.



SCHOOL OF MUSIC

GRACE MARGUERITE BROWNING STUDIOS

The courses in Music include Piano, Pipe Organ, Voice Culture, the Violin, Viola, and other stringed instruments. Besides the individual work suggested on other pages of this year book, there is opportunity afforded for ensemble work, including classes in Harmony, Composition, History, Theory, and Sight-singing, and Public School Music.

Faculty and student recitals are given several times each year under the direction of the School of Music.

Studios for voice and piano practice are provided, and any desired number of hours may be arranged for at a merely nominal charge.

for cost of tuition and other expenses, application should be made to Prof. John B. Nykerk, Litt. D., Holland, Michigan.

THE FACULTY

MR. JOHN B. NYKERK, Litt. D.
Secretary, Tel., 5371

MR. W. CURTIS SNOW
MISS NELLA MEYER

MRS. HAROLD J. KARSTEN
Piano

MRS. GRACE DUDLEY FENTON
*Voice Culture and Singing and Director of the
Men's and Women's Glee Clubs*

MRS. ANNA MICHAELSON
Voice Culture and Singing

MR. W. CURTIS SNOW
Pipe Organ,

Theory, Harmony

MR. W. CURTIS SNOW

MRS. H. J. KARSTEN

Theory, History and Appreciation of Music

MISS ESTHER BOUGHTER
Public School Music

MRS. MARTHA COTTON ROBBINS
Accompanist

THE VOICE AND SINGING

Grace Dudley Fenton, head of the Voice Department, received her training in the American Conservatory of Music in Chicago, where she was medalist in both the Academic and Collegiate Departments—and later, in Germany.

She studied under famous teachers, among whom are Karleton Hackett, Gertrude Murdough, Adolph Weidig, Madame Johanna Gadske, and Madame Delia Valeri, and is well known both as a concert and oratorio singer.

As a teacher she numbers among her pupils many who are already attaining success in opera and concert, and as instructors in colleges throughout the country.

The Hope College Glee Clubs, under her direction, have made an enviable name for themselves in the state contests.

Mrs. Michaelson, assistant in Voice, is a pupil of Mrs. Fenton and successfully teaches her method.

ORGAN

W. Curtis Snow, head of organ department, has had wide experience in both the concert field and in church work. Early experience in the atmosphere of the church led to the position of assistant organist at the age of fifteen years. Study at that time under Dudley Warner Fitch and Albert W. Snow, in Boston, led to wider fields in the middle West, where the position of organist and choirmaster in St. Thomas' Episcopal Church, (Sioux City, Iowa) was filled for a period of nine years. Here a male choir (men and boys) was organized and successfully maintained during the period of occupancy. Following this, six years were spent in a similar position at the Old First Presbyterian Church, in the same city. In this later work, Sunday Evening organ recitals were part of the services. Also many dedicatory and recital programs were presented throughout the middle and far West.

Mr. Snow was a member of the Faculty in the Conservatory of Music, at Morningside College, Iowa, from 1922 to 1929.

ORGAN DEPARTMENT

Students presenting themselves for organ study should have a thorough foundation of piano playing. The ability to think musically is also necessary, since the pipe organ provides a wide scope of musical expression.

A great deal of attention is paid to the development of church organists. The ideal church organist must be as much an artist as the concert organist and in addition be thoroughly familiar with his duties and conduct as an officer of the church. The practical theories are covered in class periods.

The candidate for a degree must perform in public recitals during each year of residence, at the discretion of his instructor, such numbers from his repertoire as may be selected. In his senior year the candidate must prepare and perform publicly a program of master works of fair difficulty.

Practice organs are available and advanced students are allowed the use of the new four manual Skinner organ of 55 stops. This large organ is available for all recital work. Numerous organ recitals are presented at Hope Memorial Chapel. In addition, organ preludes, consisting of the master works, take their place in the daily Student Chapel Services.

Course of instruction includes:

ELEMENTARY

The "Method for organ," by Marcel Dupre, supplemented by Dr. Carl's "Master Studies," Trios by Rheinberger, Merkel, etc. The lesser works of Bach. Chorales and Hymns.

INTERMEDIATE

Sonatas and suites by Mendelssohn, Rheinberger, Guilmant, Boellman, Rogers, etc. Solo pieces by various composers. Anthem accompaniment.

ADVANCED

The greater works of Bach, Widor, Vierne, Franck and others. Study in oratorio accompaniment. Standard concerto for organ and orchestra.

GLEE CLUBS

Two Girls' Glee Clubs and one Men's Glee Club are conducted by Mrs. Grace Dudley Fenton. The first Girls' Glee Club was organized in 1920. Its membership is made up of been carried on with increasing success under Mrs. Fenton's able direction and public performances have been given locally and several concert trips have been made. The Junior Glee Club was organized in 1925. Since that time the work has pupils in voice who are beginning their studies and who give promise of successful and artistic group work at a later period. Credit on degree requirements is given for the work of the senior organization.

The Men's Glee Club has had an intermittent existence for over thirty-five years. During the last three years the club has been enlarged to a membership of fifty. The best material is chosen for special work and public programs are given by the smaller group. Pupils of ability and ambition are urged to apply for membership and to avail themselves of the training afforded in public singing and conducting. Under certification by the Faculty credit towards the degree in music is granted to members of the club. (See requirements for the degree of Bachelor of Music.)

PIANO

Miss Nella Meyer spent seven years at the Hope College Conservatory of Music with Hazel Wing and Oscar Cress; two years at the Music School of the University of Wisconsin, with Lowell Townsend and Leon Iltis, studying harmony and theory; three years at the Normal Conservatory of Music at Ypsilanti, with James Breakey, Head of the Piano department; two years with Rosina Lhevinne in New York City; and Theory with Ida Peck. Miss Meyer also has conducted a piano studio for two years in New York City and Searsdale.

Helen Prisman Karsten has had the following preparation: Organist First Methodist Church, Holland, since 1926; previously, organist for eight years at Beverly Hills Methodist Episcopal Church and Bethany Union Church, Chicago; three years theory, counter-point and composition with Adolph Weidig, American Conservatory of Music; Organ, with Herbert Hyde, head of Civic Music Association, Chicago, and Dr. A. D. Zuidema, city organist, Detroit; three years voice culture with John T. Read, American Conservatory of Music; concert Accompanist for John T. Read and Alma Hays Read; Piano instruction with Edgar A. Nelson, Bush Conservatory, and Louise Robyn, American Conservatory; Complete History of Music course with Victor Garwood, Pedagogy and Psychology with John J. Hattslaedt; special work in children's teaching, with Louise Robyn, American Conservatory; practice teacher at Chicago Commons for one year.

PUBLIC SCHOOL MUSIC

Miss V. Esther Boughter has taken undergraduate work at the Milikin University and Philomath college conservatories. She received her Bachelor of Music degree from the Philomath conservatory. The conservatory also granted her a certificate in Public School Music.

Miss Boughter has done additional work with Lillian Jeffreys Petri at the Oregon State College, and with Austin Conradi at Peabody. She has had six years' teacher's experience—three at her private studio and three as instructor of piano-forte in the Philomath conservatory.

- Miss Boughter will teach Public School music.

COLLEGE CHOIR

A College choir, consisting of sixty voices is being drilled under the direction of Mr. W. Curtis Snow. This choir will sing, from time to time, at the morning chapel services.

THE BACHELOR OF MUSIC COURSE

The Degree of Bachelor of Music will be granted on the following conditions:

ENTRANCE REQUIREMENTS: Fifteen Units of Secondary Work in literary groups of which not more than two units may be in Music and Drawing. Other vocational units will not be accepted. At least four units must be offered in English and two units in a foreign language. Credit will not be given in any foreign language unless at least two years have been taken. Preference will be given to applicants who have done private work in some branch of music under an instructor whose work can be approved by the Faculty of the School of Music.

COURSE REQUIREMENTS: A MAJOR SUBJECT
—in this subject two (2) lesson hours a week with an average of two (2) practice hours a day for which the total credit hours allotted will be..... 7 hours
The total requirements in the Major Subject will be 42 hours
(In this requirement 1 semester hour credit will be allowed for each two hours of studio practice.)

A MINOR SUBJECT—In this subject one (1) lesson hour a week with an average of one (1) practice hour a day for which the total credit hours allotted will be.....3½ hours
The total requirements in the Minor Subject will be 28 hours

In History of Music, Theory of Music, and, as offered, Appreciation of Music, a minimum of four (4) hours will be required but eight (8) hours are suggested in History and Theory with four (4) hours in Appreciation—a total minimum of..... 12 hours

LITERARY REQUIREMENTS—Twenty semester hours (20) will be required in each of the following subjects—English, French and German, a total minimum of..... 60 hours

RELIGIOUS EDUCATION will be required of all students in the same manner as required in other groups in the College..... 8 hours

ELECTIVES—A total of ten (10) semester hours of credit will be allowed if the applicant shows real ability to do the major work; five hours (5) will be allowed as elective if the student gives an independent public recital under the auspices of the School of Music and the degree will be given "With Honors" to such students.
Total Hours for the Degree.....150 hours

- A Combined Course leading to the Degree of Bachelor of Arts and of Bachelor of Music will be granted to students who complete six years of residence work with a minimum total of 90 hours of literary work, of which at least ten shall be in Physical Science.
- All students who are candidates for the Degree in Music shall take Piano as one of the subjects required, either as a Major or a Minor, subject to the discretion of the Faculty of the School of Music. No student, however, will be given the degree who does not have at least seven (7) semester hours credit in Piano.
- A Maximum Credit of two (2) semester hours a year will be allowed for work as members in the various campus musical organizations recognized by the School of Music. In no case will a student be allowed degree credit for membership in more than one organization during a given year. Professional Service (Paid Service under Contract) will not be permitted during term time except under scholarship grant or in cases of unusual proficiency in the major subject. Any credit allowed under this paragraph must be certified by the Secretary and in no case will credit be allowed unless a minimum of one (1) studio hour has been taken for eighteen consecutive weeks in the professional subject.

HOPE COLLEGE

1929-1930

SENIOR CLASS

Aiken, Hilda Mary.....	Alexandria Bay, N. Y.
Arendshorst, Bernard John.....	Holland, Mich.
Baron, Harriet Mae.....	Holland, Mich.
Bast, Henry.....	Fennville, Mich.
Benes, Gertrude.....	Thayer, Ind.
Berghorst, John.....	West Olive, Mich.
Brink, John, Jr.....	Hamilton, Mich.
Broek, Helene Marie.....	Holland, Mich.
Brower, Doris Lillian.....	Holland, Mich.
Brower, Verna Almeda.....	Holland, Mich.
Brunson, Alice Gertrude.....	Ganges, Mich.
Daane, Ruth.....	Grand Rapids, Mich.
DeJong, Phyllis Harriet.....	Hospers, Iowa
De Jonge, Reina Alida.....	Muskegon, Mich.
DeJonge, Willard.....	Zeeland, Mich.
DeJongh, Edwin.....	Holland, Mich.
De Kleine, Cornelia Agnes.....	Hudsonville, Mich.
De Pree, John Nelson Warren.....	Holland, Mich.
De Pree, Mildred.....	Zeeland, Mich.
DeWolf, Lois Elizabeth.....	Rochester, N. Y.
De Young, Anna Ruth.....	Chicago, Ill.
Duhrkopf, Grace Worth.....	Holland, Mich.
Dykhuizen, Harold.....	Holland, Mich.
Dykstra, Paul Sheffield.....	Holland, Mich.
Elzinga, Richard Gerrit.....	Chicago, Ill.
Engelsman, Anna May.....	Randolph, Wis.
Essenburg, Mabel Cathryn.....	Holland, Mich.
Fredricks, Georgiana Mae.....	Muskegon, Mich.
Freyling, Arend John.....	Grand Rapids, Mich.
Haken, William Henry.....	Grant, Mich.
Haldane, Roxie Ella Mae.....	Portland, Maine
Heersma, Harris Sidney.....	Oak Lawn, Ill.
Herring, Walter Satterlee.....	Ulster Park, N. Y.
Heyboer, Anne.....	Hudsonville, Mich.
Hicks, Donald Edgar.....	Altoona, Pa.
Hieftje, Ruth Jeanette.....	Zeeland, Mich.
Hogenboom, Leonard Samuel.....	Clymer, N. Y.
Huizinga, Gladys Marie.....	Holland, Mich.
Japinga, Harold.....	Holland, Mich.
Katte, Marion Gertrude.....	Zeeland, Mich.
Klerkoper, Ernestine Florence.....	Friesland, Wis.
Klooster, Myrtle.....	Byron Center, Mich.
Koekoek, Berns William.....	Waupun, Wis.
Koepppe, Ethelyn.....	Cedar Grove, Wis.
Koster, Ruth.....	East Williamson, N. Y.
Kreunen, Warren Christian.....	Oostburg, Wis.
Kruizenga, Herman Anson.....	Spring Lake, Mich.
Kuizenga, Marvin Henry.....	Holland, Mich.
Langeland, Earle Edward.....	Muskegon, Mich.
Lanning, Nicholas.....	Zeeland, Mich.
Leussenkamp, Gertrude Jane.....	Grand Rapids, Mich.
McKinley, Janet Wilkie.....	Beacon, N. Y.
Marcus, Maurice.....	Holland, Mich.
Meengs, Marvin Bogard.....	Holland, Mich.
Michmershuizen, Arthur Edward.....	Holland, Mich.
Mosier, Earl Eugene.....	Fennville, Mich.
Nauta, John.....	Indianapolis, Ind.
Nettinga, Paul.....	Holland, Mich.

Nobel, Hendrik G.	Holland, Mich.
Nonhof, Garrett	Prairie View, Kan.
Olgers, Bertha K.	Holland, Mich.
Olgers, Lambert	Holland, Mich.
Oudemool, Arthur E.	Holland, Mich.
Postma, Carl Christian	Alton, Iowa
Rynbrandt, Franklin Jay	Hudsonville, Mich.
Schipper, Clarence H.	Zeeland, Mich.
Schoep, Suzanne	Platte, S. D.
Scholten, Howard Bliss	Holland, Mich.
Scholten, Martin	Holland, Mich.
Schurman, Harriet Florence	Holland, Mich.
Shoemaker, Marvin J.	Holland, Mich.
Siebers, Bernadine Ione	Grand Rapids, Mich.
Smith, Russell Harvey	Holland, Mich.
Steffens, Henry	Holland, Mich.
Steketee, Evelyn Louise	Holland, Mich.
Steketee, Raymond	Holland, Mich.
Stewart, Margaret Marie	Lake Worth, Fla.
Ten Cate, Myra Rose	Holland, Mich.
Ten Have, Myrtle Mae	Zeeland, Mich.
Tigelaar, Jacob	Jamestown, Mich.
Van Arendonk, Arthur M.	Wallkill, N. Y.
Van Dam, Julia Mae	Hudsonville, Mich.
Vanden Brink, Geneva Marjorie	Holland, Mich.
Vander Schel, Dorothy Kathryn	Holland, Mich.
Vander Werf, Joan	Holland, Mich.
Van Lare, Stanley Everett	Walcott, N. Y.
Van Lente, Carl	Holland, Mich.
Van Oss, Julia Mae	Holland, Mich.
Ver Hage, Mildred	Zeeland, Mich.
Verhey, Stanley	Holland, Mich.
Wade, Donald MacClain	New Brunswick, N. J.
Walvoord, Wilhelmina	Holland, Mich.
Whelan, Rose Mary	Holland, Mich.
Winter, John Kools	Holland, Mich.
Wolthorn, Henry	Holland, Mich.
Woltman, Harvey James	Holland, Mich.
Yonker, Janet Dorothy	Holland, Mich.

JUNIORS

Albers, Evelyn	Holland, Mich.
Alday, Alton Marion	Clymer, New York
Anderson, Marian	Kansas, Ohio
Antar, Abraham Shamarium	Basrah, Iraq
Arendsen, Purcel Leroy	Byron Center, Mich.
Berch, Margaret Edna	Holland, Mich.
becker, Clarence John	Grand Rapids, Mich.
Bender, Olga Anzenette	Benton Harbor, Mich.
Bielema, Ralph	Fulton, Ill.
Bolhuis, Ruth Marian	Holland, Mich.
Boone, Harold William	Holland, Mich.
Boshka, Marene	Macatawa, Mich.
Boughter, Vanessa E.	Greenmount, Md.
Brouwer, Paul John	Grand Rapids, Mich.
Brunson, Allen Eugene	Ganges, Mich.
Burggraaff, Nicholas John	Lodi, N. J.
Buth, Anne Marie	Comstock Park, Mich.
Cook, Alvin James	Holland, Mich.
Cunnagin, Ethel	Annville, Ky.
De Bruyn, Robert S.	Zeeland, Mich.
De Cook, Lawrence	Orange City, Iowa
De Goed, Dorothy	Holland, Mich.

De Graff, Edgar Terpenning.....	Ulster Park, N. Y.
De Haan, Josephine.....	Zeeland, Mich.
De Kuiper, Marian A.....	Fremont, Mich.
De Windt, Raymond.....	Jenison, Mich.
Dunkirk, Frances Nell.....	Zeeland, Mich.
Dykhuizen, Arnold Eugene.....	Holland, Mich.
Ebbers, Alva John.....	Oostburg, Wis.
Eiskamp, John Adam.....	Richmond Hill, L. I.
Everhart, Ruth.....	East Saugatuck, Mich.
Faasen, Alton.....	Holland, Mich.
Feenstra, Karel.....	Zeeland, Mich.
Fell, George Alfred.....	Holland, Mich.
Flikkema, John D.....	Muskegon, Mich.
Fox, Sarah.....	Williamson, New York
Geerlings, Evelyn Agnes.....	Fremont, Mich.
Glerum, Esther Lorraine.....	Zeeland, Mich.
Glerum, Ruth Lois.....	Zeeland, Mich.
Haan, Dorothy Anne.....	Holland, Mich.
Hanson, Gertrude Mabel.....	Freehold, New Jersey
Hondelink, Julia Antoinette.....	Rochester, New York
Horning, Evangeline Leora.....	Holland, Mich.
Huenink, Gerald Garret.....	Cedar Grove, Wis.
Hyma, Eunice Irene.....	Holland, Mich.
Ives, Kathryn M.....	White Plains, N. Y.
Janssen, Herman M.....	Zeeland, Mich.
Johnson, Olivia.....	Spring Valley, New York
Juist, Jacob.....	Holland, Mich.
Kinkema, Marguerite Evelyn.....	Grand Rapids, Mich.
Klaasen, Harold.....	Holland, Mich.
Kloosterman, Martin.....	Grand Rapids, Mich.
Knapp, Theodore Floyd.....	Zeeland, Mich.
Koeman, Anna Antonia.....	Holland, Mich.
Kollen, Janet M.....	Holland, Mich.
Korver, Gertrude.....	Sheldon, Iowa
Kuyper, William.....	Cedar Grove, Wis.
Landhuis, Lillian Henrietta.....	Boyden, Iowa
Leenhouts, Myron Adams.....	Williamson, N. Y.
Lordahl, Marian.....	Holland, Mich.
Lubbers, Alvin.....	Fremont, Mich.
Mc Gilvra, Annette Lois.....	Sioux City, Iowa
McGilvra, Raymond Ivan.....	Sioux City, Iowa
Masselink, Sady G.....	Zeeland, Mich.
Masselink, Tillie Mae.....	Holland, Mich.
Maxam, Victor.....	Hamilton, Mich.
Meengs, Chester.....	Zeeland, Mich.
Mulder, Esther Marian.....	Spring Lake, Mich.
Mulder, John G.....	Holland, Mich.
Nettinga, Cathrinus.....	Perkins, Iowa
Nykamp, Lenore Evelyn.....	Zeeland, Mich.
Nykerk, Glenn D.....	Holland, Mich.
Oosting, Melvin.....	Holland, Mich.
Paalman, Hazel Marguerite.....	Grand Rapids, Mich.
Peeke, Olive Jerome.....	Holland, Mich.
Peelen, Anna Marie.....	Sioux Center, Iowa
Popma, Anthony Arthur.....	Orange City, Iowa
Poppink, Everett Henry.....	Rochester, N. Y.
Posthuma, Ralph Henry.....	Hospers, Iowa
Rodenberg Josephine.....	Pollock, S. D.
Rottschaefer, Marguerite.....	Fremont, Mich.
Rylaarsdam, John C.....	Chandler, Minn.
Schouten, Bessie.....	Holland, Mich.
Schuiling, John William.....	Holland, Mich.
Schuppert, Mildred Wilhelmina.....	Waupun, Wis.

Scudder, Lewis	Worcester, Mass.
Shoemaker, Raymond	Zeeland, Mich.
Sluyster, Marian Ruth	Grand Rapids, Mich.
Smies, Elizabeth Lillian	Oostburg, Wis.
Smith, Betty H.	Bay City, Mich.
Smith, Harry Kirkland	River Edge, N. J.
Spyker, Janet	Holland, Mich.
Stevenson, Mary Louise	Holland, Mich.
Tellman, Edwin T.	Palmyra, N. Y.
Van Alsbury, Anna R.	Holland, Mich.
Van Ark, Gordon	Holland, Mich.
Vande Bunte, Donald Lester	Hudsonville, Mich.
Vanderkolk, Justin W.	Vriesland, Mich.
Vander Werf, Lester Seth	Holland, Mich.
Van Eenenaam, Helen Christine	Zeeland, Mich.
Van Harm, Anthony	Holland, Mich.
Van Leeuwen, Cornelius M.	Holland, Mich.
Van Wezel, Henry J.	Holland, Mich.
Vermeer, Benjamin	Sioux Center, Iowa
Ver Strate, Harry	Jenison, Mich.
Walwood, Lucille	So. Holland, Ill.
Watanabe, Fumi	Tokyo, Japan
Wichers, Willard Chester	Zeeland, Mich.
Wyma, John Henry	Holland, Mich.
Wynyard, Fred	Zeeland, Mich.
Yntema, Stanley	Hudsonville, Mich.
Zandstra, Daisy	Paterson, N. J.
Zandstra, Thomas	Paterson, N. J.

SOPHOMORES

Aiken, Ruby Beveridge	Alexandria Bay, N. Y.
Arendshorst, Elizabeth Frances	Holland, Mich.
Austin, William Alex.	Schenectady, N. Y.
Barre, Helen Camilla	Holland, Mich.
Beaver, Tom	Carson City, Mich.
Bellingham, Harold	New York City
Blair, Velda Iris	Holland, Mich.
Bol, Peter	Holland, Mich.
Bos, Annette Elizabeth	Holland, Mich.
Bossenbroek, Albertus George	Waupun, Wis.
Brewer, Vergie Olive	Sturgeon, Ky.
Brower, Nathaniel	Holland, Mich.
Champion, Eula Una	Holland, Mich.
Chornyei, Marion C.	Passaic, N. J.
Clough, William James	Flushing, N. Y.
Cunnagin, Edith	Annnville, Ky.
Cupery, Nicholas	Friesland, Wis.
Dalman, Howard Bernard	Holland, Mich.
Damstra, Louis George	Holland, Mich.
De Kleine, Marion Irene	Hudsonville, Mich.
De Pree, Lois Alma	Zeeland, Mich.
De Vries, Jake	Sheldon, Iowa
De Witt, Jacob Harry	Holland, Mich.
Dogger, Geneva	Holland, Mich.
Drescher, Edith Lucinda	New York City
Dressel, Otto	Holland, Mich.
Ellerbroek, Lester Daman	Grand Rapids, Mich.
Fox, Ronald Bowen	So. Appalachen, N. Y.
Friesema, Harry Arthur	Detroit, Mich.
Geerlings, Ruth Madelyn	Holland, Mich.
Harper, Mary Elizabeth	North Branch, Mich.
Hinkamp, Evelyn Mae	Waupun, Wis.
Hoffman, Harvey Burdette	Hamilton, Mich.

HOPE COLLEGE

Hoodema, Richard L.	Holland, Mich.
Hoover, Harold Alva	Fennville, Mich.
Hospers, Ruth Joan	Chicago, Ill.
Johnson, Ivan Clifford	Marion, N. Y.
Johnson, Richard Francis	Amsterdam, N. Y.
Keppel Lois	Holland, Mich.
Klaasen, Robert Lincoln	Holland, Mich.
Klaasen, Russel Anthony	Holland, Mich.
Kleis, - Marie Marguerite	Holland, Mich.
Klerk, Iva Marguerite	Kalamazoo, Mich.
Kobes, William	Holland, Mich.
Kosegarten, Mary Frances	Nassau, N. Y.
Lamet, Henrietta	Birmingham, Mich.
Mac Leod, Greta Myrtle	Detroit, Mich.
Marcotte, Reo J.	Holland, Mich.
Marsilje, Lois Mae	Holland, Mich.
Meengs, John Gerhardus	Grand Rapids, Mich.
Meengs, Willard Gerhardus	Holland, Mich.
Meyer, John Cornelius	Paterson, N. J.
Mollema, Bernice Harriet	Hingham, Wis.
Mooi, Henry Roy	Holland, Mich.
Nichols, Rudolph Henry	Holland, Mich.
Nienhuis, Arthur L.	Holland, Mich.
Niessink, Richard John	Kalamazoo, Mich.
Notier, Robert	Holland, Mich.
Painter, George M.	Bala-Cynwyd, Pa.
Potts, Everett Cornelius	Holland, Mich.
Reardon, David Morris	Buffalo Center, Iowa
Reynolds, Josephine Margaret	Fennville, Mich.
Sabo, Iona Lillian	Brooklyn, N. Y.
Schaap, Raymond	Holland, Mich.
Schaap, Theodore	Holland, Mich.
Schade, Howard Charles	W. Englewood, N. J.
Schuiling, Loretta Mae	Holland, Mich.
Skillern, Katherine	New York City
Spoolstra, Watson	Holland, Mich.
Stroven, Hazel Janice	Fremont, Mich.
Stryker, John Alvin	Grand Rapids, Mich.
Tase, Miyo	Yokohama, Japan
Toonian, Kamil	Busrah, Iraq
Tsuda, Umeketchi	Tokyo, Japan
Vanderbeek, Bernard Edward	Holland, Mich.
Vanderberg, Martha	Holland, Mich.
Vander Naald, Cornelius	Cicero, Ill.
Van Domelen, Charles Edward	Grand Rapids, Mich.
Van Duren, Vera	Holland, Mich.
Van Dyke, Ruth	Chicago, Ill.
Van Haltsma, Titus	Zeeland, Mich.
Van Landegend, Hope	Holland, Mich.
Van Loo, Naomi Jeanette	Zeeland, Mich.
Voskuil, Roger John	Cedar Grove, Wis.
Wabeke, Simon	Holland, Mich.
Walvoord, Carl Anthony	So. Holland, Ill.
Wathen, Robert Lloyd	Parrot, Ky.
Welmers, Everett Thomas	Holland, Mich.
Winter, Eleanor Jean	Holland, Mich.
Winter, Elizabeth Jane	Holland, Mich.
Zonnebelt, Leonora	Holland, Mich.

FRESHMAN

Alexander, Gordon Philip	High Bridge, N. J.
Aradi, Abdur Rizaag	Ashar, Basrah
Barden, Benjamin James	South Haven, Mich.

Bauhahn, Elmer Eugene.....	Holland, Mich.
Beek, James Richard.....	Fremont, Mich.
Bittner, Edward Herman.....	Holland, Mich.
Boer, Elmer James.....	Zeeland, Mich.
Boone, Daniel.....	Holland, Mich.
Bos, Arnold.....	Holland, Mich.
Boschma, Harriet Ruth.....	Zeeland, Mich.
Bosman, Louise Anne.....	Holland, Mich.
Boter, Alice.....	Holland, Mich.
Brower, Clarence.....	Zeeland, Mich.
Boyd, Edna.....	Holland, Mich.
Bruhns, Bennett.....	Buffalo Center, Iowa
Cook, Alma Winifred.....	Holland, Mich.
Cotts, John Dangremond.....	Kalamazoo, Mich.
Cupery, Peter.....	Friesland, Wis.
Damson, Edward.....	Holland, Mich.
Decker, Irving Hardenbergh.....	Newburgh, N. Y.
De Haan, Nella.....	Zeeland, Mich.
De Jonge, Gerard Wilbur.....	Vriesland, Mich.
De Jonge, Marcellus.....	Zeeland, Mich.
De Jongh, Katherine Harriet.....	Holland, Mich.
De Mots, Henry.....	Edgerton, Minn.
Den Uyl, Evelyn Marie.....	Holland, Mich.
De Windt, Harold Clifford.....	Grand Rapids, Mich.
Dykema, Frank Edward.....	Holland, Mich.
Ensfield, Wilbur Christopher.....	Holland, Mich.
Fairbanks, Gerald Wayne.....	Holland, Mich.
Fairbanks, Harold Clarence.....	Holland, Mich.
Fairbanks, Shirley Averill.....	Holland, Mich.
Foss, Ruth Josina.....	Sodus, N. Y.
Freundt, Rudolph John.....	Holland, Mich.
Gaillard, Gerard Richard.....	Chicago, Ill.
Groetsema, Jacob.....	Lansing, Ill.
Groters, Ruth Iona.....	Northeast, Pa.
Gryzen, Daniel.....	Hudsonville, Mich.
Guigelaar, Laura.....	Lucas, Mich.
Harms, Joe.....	Archer, Iowa
Havinga, Sidney Peter.....	Holland, Mich.
Helmhold, Edna Josephine.....	Holland, Mich.
Herman, Jeannette.....	Holland, Mich.
Holland, Albert.....	Amsterdam, N. Y.
Homkes, Justin Donald.....	Holland, Mich.
Hudson, Grace Katherine.....	Paterson, N. J.
Huizinga, Evelyn Jean.....	Holland, Mich.
Hungerink, Joy Milton.....	Zeeland, Mich.
Janssen, Lee Henry.....	Zeeland, Mich.
Jap'nga, Louis Franklin.....	Holland, Mich.
Johnson, Helen Louise.....	Holland, Mich.
Kammeraad, Adrian.....	Holland, Mich.
Kaper, Josephine.....	Hamilton, Mich.
Kieft, Howard William.....	Grand Haven, Mich.
Kieft, Louise.....	Grand Haven, Mich.
Klow, Mildred Harriet.....	Spring Lake, Mich.
Kobes, Jasper Dick.....	Holland, Mich.
Koepp, Donald Henry.....	Oostburg, Wis.
Kole, Maggie Jeannette.....	Grand Rapids, Mich.
Kooiker, Charlotte Mae.....	Holland, Mich.
La Huis, John.....	Hudsonville, Mich.
Landhuis, Cornelius.....	Boyden, Iowa
Leestma, Ethel Gertrude.....	Grand Rapids, Mich.
Marsilje, Isaac Herbert.....	Holland, Mich.
Meengs, Lorenzo.....	Zeeland, Mich.
Meurer, Peter.....	Holland, Mich.
Moran, James Franklin.....	Schenectady, N. Y.

Muilenburg, John Powell.....	South Holland, Ill.
Murphy, Dwight Douglas.....	Lakeside, Mich.
Neerken, Dorothea.....	Holland, Mich.
Nettinga, Catherine.....	Hull, Iowa
Nienhuis, Ada.....	Holland, Mich.
Norlin, Carroll William.....	Holland, Mich.
Norman, Abraham Stephen.....	Ashar, Basrah
Nyhoff, Joan Irene.....	Holland, Mich.
Oudemool, Marguerite Lillian.....	Holland, Mich.
Parker, Marguerite Virginia.....	Holland, Mich.
Pellegroni, Hester Marie.....	Holland, Mich.
Plakke, Alma Helene.....	Holland, Mich.
Poling, Clark Vandersall.....	New York City
Rader, Lucy Frances.....	Chicago, Ill.
Repic, Margaret.....	Holland, Mich.
Rigterink, Merle Dale.....	Hamilton, Mich.
Ripley, Willard.....	Holland, Mich.
Roblyer, Walter George.....	Fennville, Mich.
Roggen, Ella Dorothea.....	Hamilton, Mich.
Schaeffer, Lucille.....	Fennville, Mich.
Scherpenisse, Lester James.....	Grand Rapids, Mich.
Scholten, Gertrude.....	Inwood, Iowa
Scholten, Raymond Franklin.....	Edgerton, Minn.
Schreiber, Hermina Ruth.....	Washington, D. C.
Schurman, Margaret Elaine.....	Holland, Mich.
Senf, William Rudolph.....	Fremont, Mich.
Serier, Lester.....	Holland, Mich.
Slighter, Chester William.....	Holland, Mich.
Somsen, John Howard.....	Muskegon, Mich.
Stegenga, Spencer Paul.....	Holland, Mich.
Stekettee, Margaret Ruth.....	Holland, Mich.
Ten Brink, Julia Alice.....	Hudsonville, Mich.
Ter Vree, Fred.....	Holland, Mich.
Toonian, Nejib Naoomi.....	Basrah, Iraq
Tyssen, James William.....	Holland, Mich.
Urick, Nelson Richard.....	Holland, Mich.
Vanden Belt, John Melvin.....	Holland, Mich.
Vanden Berg, Milton Benjamin.....	Holland, Mich.
Vanden Bosch, Marvin.....	Zeeland, Mich.
Vanden Brink, Thelma Grace.....	Holland, Mich.
Vanderbeek, Gerald Henry.....	Holland, Mich.
Van Eeuwen, Nellie.....	Grant, Mich.
Van Leeuwen, Bruce G.....	Holland, Mich.
Van Peursem, Arloa May.....	Zeeland, Mich.
Van Vesslem, James Edward.....	West Sayville, N. Y.
Van Zyl, Cornelia Lena.....	Grand Haven, Mich.
Ver Burg, Charles.....	Holland, Mich.
Waite, Emmett Bushnell.....	Altamont, N. Y.
Weidner, Ruth Holyoke.....	New Hyde Park, N. Y.
Welling, Berdean Ruth.....	Grand Haven, Mich.
Wiegerink, Gerrit Howard.....	Grand Haven, Mich.
Wiegerink, James Gerald.....	Grand Haven, Mich.
Wierda, Evelyn May.....	Holland, Mich.
Zegerius, Harri.....	Racine, Wis.
Zwemer, James Henry.....	Holland, Mich.

COLLEGE HIGH SCHOOL STUDENT LIST FOR 1929-30

SENIORS

Bosch, Willis.....	Holland, Mich.
Eckwielen, John Gerrit.....	Holland, Mich.
Hoeve, Julia Mabel.....	Zeeland, Mich.
Nienhuis, Albert.....	Holland, Mich.
Sargent, Marian.....	Holland, Mich.

HOPE COLLEGE

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Schneider, Herbert G.....	New York City
Vanden Berg, Willard John.....	Holland, Mich.
Veldheer, Harold.....	Holland, Mich.
Whelan, Nicholas Joseph, Jr.....	Holland, Mich.*

JUNIORS

Cook, Cornelia Helen.....	Grand Rapids, Mich.
De Witt, Richard.....	Holland, Mich.
Everhart, Cornelius.....	East Saugatuck, Mich.
Hungerink, Sherwin Vernon.....	Zeeland, Mich.
Kingma, Alberta Henrietta.....	Thayer, Ind.
Kuizenga, Henry Bernard.....	Holland, Mich.
Schaap, Marvin.....	Holland, Mich.
Schurman, John Henry.....	Holland, Mich.
Stephan, Kenneth.....	Holland, Mich.
Vanden Berg, Henry Melvin.....	Holland, Mich.
Van, Harn, John Leonard.....	Holland, Mich.

SOPHOMORES

Alberts, Anne Christine.....	Primghar, Iowa
Aman, Frances Bertha.....	Holland, Mich.
Aman, Lillian Georgiana Rose.....	Holland, Mich.
Benedict, Kathryn Louise.....	Holland, Mich.
Boeve, Marjorie Viola.....	Holland, Mich.
Brandt, Bert.....	Holland, Mich.
Bruischat, Julia I.....	Holland, Mich.
Deur, Jason Dell.....	Holland, Mich.
Vanden Berg, Wynand, Jr.....	Holland, Mich.
Welmers, William Everett.....	Holland, Mich.

FRESHMEN

Boeve, Kathryn Mae.....	Holland, Mich.
Boeve, Lucille Blanche.....	Holland, Mich.
Fairbanks, Paul Henry.....	Holland, Mich.
Kragt, Marian.....	Holland, Mich.
Ludwig, Cleon David.....	Holland, Mich.
Mulder, Harley Jay Clarence.....	Overisel, Mich.
McCabe, Leroy Daniel.....	Holland, Mich.
Saggers, Jerald.....	Holland, Mich.
Schaap, Harold.....	Holland, Mich.
Timmer, Gezienus.....	Steen, Minn.
Vanden Berg, Leon Wallace.....	Holland, Mich.

SPECIAL

Ito, Toshio.....	Pontinok, West Borneo
Matsunobu, Setsu.....	Yokohama, Japan

SCHOOL OF MUSIC ROLL

(PRIVATE PUPILS)

Albers, Evelyn.....	Holland, Mich.
Albers, Hazel.....	Holland, Mich.
Arendshorst, Elizabeth.....	Holland, Mich.
Austin, William.....	Schenectady, N. Y.
Bender, Olga A.....	Benton Harbor, Mich.
Bolhuis, Ruth.....	Holland, Mich.
Brower, Verna.....	Holland, Mich.
Champion, Eula.....	Holland, Mich.
Daane, Ruth.....	Grand Rapids, Mich.
De Groot, Miss.....	Holland, Mich.
De Jonge, Katherine.....	Holland, Mich.

De Kleine, Cornelia	Hudsonville, Mich.
De Pree, Roderick	Zeeland, Mich.
Diekema, Willis	Holland, Mich.
Dregman, Margaret	Holland, Mich.
Dykhuizen, Adelaide	Holland, Mich.
Eding, Mrs. Ruth	Holland, Mich.
Essenburg, Mabel	Holland, Mich.
Engelsman, Anna Mae	Randolph, Wis.
Friesema, Harry	Detroit, Mich.
Gahagan, Ethel	Holland, Mich.
Herman, Jeanette	Holland, Mich.
Heyboer, Anne	Hudsonville, Mich.
Huizenga, Gladys	Holland, Mich.
Johnson, Ethel	Holland, Mich.
Keppel, Lois	Holland, Mich.
Kleis, John H.	Holland, Mich.
Kleis, Myra H.	Holland, Mich.
Klerk, Iva	Kalamazoo, Mich.
Klow, Mildred	Spring Lake, Mich.
Kooiker, Charlotte	Holland, Mich.
Kreunen, Warren C.	Oostburg, Wis.
Landwehr, Norma	Holland, Mich.
Lanning, Edward	Holland, Mich.
Leestma, Ethel	Grand Rapids, Mich.
Luidens, Marian	Holland, Mich.
Mannes, Burdette	Zeeland, Mich.
McGilvra, Annetta	Sioux City, Iowa
McLean, Betty Jean	Holland, Mich.
Mooi, Roy	Holland, Mich.
Mulder, Esther	Spring Lake, Mich.
Nettinga, Catherine	Hull, Iowa
Nettinga, Paul	Holland, Mich.
Niessink, Richard	Kalamazoo, Mich.
Olinger, Betty	Holland, Mich.
Paalman, Hazel	Grand Rapids, Mich.
Peeke, Olive	Holland, Mich.
Potts, Everett	Holland, Mich.
Ritter, Walter	Holland, Mich.
Robbins, Joan	Holland, Mich.
Rodenburg, Josephine	Strasburg, N. D.
Rylaarsdam, J. Coert	Chandler, Minn.
Sabo, Lillian	Brooklyn, N. Y.
Schackson, Edith	Holland, Mich.
Schade, Howard	Englewood, N. J.
Schoep, Suzanne	Holland, Mich.
Schuilting, Loretta	Holland, Mich.
Schuurman, Margaret	Holland, Mich.
Schuppert, Mildred	Waupun, Wis.
Shaw, Helen	Holland, Mich.
Tappan, William	Holland, Mich.
Tase, Miyo	Yokohama, Japan
Telling, Barbara	Holland, Mich.
Telling, Mrs. J. E.	Holland, Mich.
Vandenberg, Florence	Holland, Mich.
Vander Werf, Lester	Holland, Mich.
Van Domelen, Charles	Grand Rapids, Mich.
Van Eeuwen, Nellie	Grant, Mich.
Van Koevering, Antoinette	Zeeland, Mich.
Van Leuwen, Bruce	Holland, Mich.
Van Raalte, Jean	Holland, Mich.
Van Vliet, Anna	Holland, Mich.

Voskuil, Roger	Cedar Grove, Wis.
Walker, Marcia	Holland, Mich.
Walvoord, Carl	South Holland, Ill.
Walvoord, Wilhelmina	Holland, Mich.
Whelan, Rose	Holland, Mich.

SUMMARY

The College —

Seniors	97
Juniors	113
Sophomores	91
Freshman	122
Total	423

Hope High School —

Seniors	9
Juniors	11
Sophomores	10
Freshman	13
Total	43

Special Students 2

The School of Music —

In all departments	77
Total	544

MISCELLANEOUS INFORMATION

LOCATION

Hope College is located at Holland, in the western part of Michigan, Ottawa County, on Black Lake, which is a bay of Lake Michigan. Holland has a population of 15,000 and is situated in one of the best sections of the state. The Pere Marquette Railroad affords direct connections with the leading cities east and west. Grand Rapids is located 25 miles northeast and is reached by the Pere Marquette and Motor Bus Lines. The Goodrich Transit Company operates daily service during the season between Chicago and Holland and between Milwaukee, Grand Haven, Muskegon and Holland during the winter season. The surrounding territory is the heart of Michigan's famous fruit and summer-resort belt. This section of the country knows no rival for year-around residence, healthful environment, and cultural advantages of every sort.

GROUNDS AND BUILDINGS

The College Campus lies in the center of the city, between Tenth and Twelfth streets, and College and Columbia avenues, and contains sixteen acres. It presents a finely varied surface, is well shaded with native trees, and is annually improving in beauty and attractiveness. The College buildings are ten in number.

Van Vleck Hall, erected in 1854 but not entirely completed until 1858, is the men's residence hall. In 1924 it was completely rebuilt except for the exterior walls, and is now modern in every respect. It is open to upper class members only because the College promotes residence in private families for members of the Freshman and Sophomore classes particularly. Dormitory and barracks accommodations and living are not conducive to the best habits of social conduct even under most careful supervision, however much they may contribute to what appeals to some as "democratic life." Holland offers many homes where private rooms under the best conditions may be obtained and the College approves this type of college life.

Graves Library and Winants Chapel, which include the Administration Chambers, two Reading Rooms, Library Stack Room, and four lecture rooms, afford suitable and improved accommodations for all these purposes.

Van Raalte Memorial Hall was dedicated and occupied September 16, 1903. In it are located the Chemical, Physical, and

Biological laboratories, and lecture rooms, devoted to Physics Chemistry, Biology, Modern Languages, Elocution, Biblical Instruction, English, and Mathematics. The Museum is located on the fourth floor.

Maria L. Ackerman Hoyt Observatory.—In 1894 a valuable addition was made to the equipment of the College in the form of a telescope. Miss Emilie S. Coles generously donated both observatory and telescope in memory of Mrs. Maria L. Ackerman Hoyt. The instrument is an eighteen-inch Newtonian reflecting telescope, with equatorial mounting.

Elizabeth R. Voorhees Hall.—In October, 1905, Mr. and Mrs. Ralph Voorhees of Clinton, New Jersey, donated one hundred thousand dollars, part of which was given for the erection of Elizabeth R. Voorhees Hall, and the remainder for general endowment investment. The Hall was completed and formally opened June 18, 1907. Model but simple apartments for girls away from their own homes is the object sought, and every convenience of residence life is aimed at. The building is heated by steam and lighted by electricity. There is running water in all the rooms and commodious bathing facilities on each floor. Rooms are provided for a dean of women and her assistants so that there may be constant care and supervision. The studios and practice rooms of the School of Music are located on the first floor. A dining hall and parlors are located also on the first floor.

During the school year, 1925-1926, a group of women, connected with the American Reformed Church in its Synod of Chicago, organized the College Women's League. This league has been most generous in its care of Voorhees Hall, contributing almost two thousand dollars to new furnishings and decorations. The Reception Hall, Dean's Office, and the Music Studios have been furnished with exquisite taste. Hope College is very grateful for this devoted service.

The Eighth Day of May of each year is observed as Voorhees day in commemoration of the birthday of Mrs. Elizabeth R. Voorhees. A formal afternoon reception is given by the Dean of Women and the Senior Girls to the College Girl Students and their parents.

Carnegie Hall.—Carnegie Hall, the funds for the erection of which were given by Mr. Andrew Carnegie in 1905, was completed and dedicated in June, 1906. The building has been constructed so that it can be used for public meetings of all kinds in addition to serving as a well-equipped gymnasium. It has a seating capacity of 1,500.

Through the loyal, enterprising spirit of the class of 1913, a drop curtain was provided and presented to the College in October, 1913. Auxiliary curtains and hangings have been added from year to year by Mrs. Durfee's Drama Class.

Gymnastic equipment comprises all the apparatus necessary to the latest and most approved physical exercise. The ventilation and heating systems are fully adapted to the double purpose for which the building is designed, and in the basement shower baths are provided in separate sections of the building for the use of men and women students.

A full schedule of hours for work is arranged each year; physical instruction and medical supervision are provided for as required. The building with its equipment and courses is under the supervision of Director John H. L. Schouten.

The other buildings upon the campus comprise the President's home, Memorial Chapel, the Oggel House, Grammar Hall, and the College High School Building. The Oggel House and Grammar Hall are used for the men's literary societies.

The Memorial Chapel. Five times a week, at 8 a. m.; from Monday to Friday inclusive, religious services are conducted in the chapel, a large and imposing Gothic structure, with its sixteen beautiful memorial windows. Attendance is required — not compulsory. What, with a grand four manual Skinner organ, adding "length to solemn sound," in both prelude and responses, and a vested choir of sixty voices, occasionally singing a capella — there naturally is no lack of zest in Chapel worship. Also, since the members of the general Faculty are all professing Christians, there is no lack of variety in the leadership from lectern and pulpit.

Once a month Professor Snow gives Vesper recitals on Sunday afternoon at four o'clock, which are well attended and appreciated.

School Year.—The scholastic year of forty weeks begins on the third Wednesday in September, and ends with the general Commencement on the third Wednesday in June. The year is divided into two semesters.

The winter and spring vacations are fixed by the Faculty.

Advantages Offered.—Besides the advantages of location, easy communication, and inexpensive living, it is believed Hope College may justly call attention to equally important advantages of a very different nature. It is a chartered institution incorporated under the laws of the state and legally entitled to grant certificates and diplomas and to confer degrees.

Classes are sectioned and are of a size which permits the personal contact and acquaintance of each member of the Fac-

ulty with every student. This personal element is a factor of great educational value both morally and intellectually, and parents do well to consider it in making choice of an institution.

Hope College is not a local institution. Its students represent an extensive territory, extending east to New England and New York, and west to the Pacific Coast. The students in general possess a high order of ability and a laudable ambition to make their way in the world.

Examinations.—Written examinations are held in all departments at the close of each semester, or whenever a subject is completed. In finals, examination grades are averaged with semester grades on the basis of one point for examinations to two points for semester grades and the quotient is made the percentage grade for the course.

Religious Activities.—The program of each day begins with Worship in The Memorial Chapel, at 8 a. m. Each student in residence is expected to attend religious services on Sunday in one of the Churches of the city. The following religious bodies have congregational groups in the city: American Reformed Church, eight; Christian Reformed Church, six; Baptist, two; Anglican, one; Methodist Episcopal, one; Wesleyan Methodist, one; Seventh Day Adventist, one; Church of God, one; Roman Catholic, one; Independent Mission, one.

Religious Education Courses are offered during the four years of the College Course and every student takes two semester hours of work during each year of residence. These courses are being enlarged and developed constantly. An appeal is made here directly to those who may be interested in this most important phase of educational work to assist in financing and promoting otherwise the department of Religious Education.

Although Hope College is denominational and is under the patronage and support of the American Reformed Church, by the law of its incorporation it can have no "religious tests." The doors are open to all, regardless of religious or denominational affiliations, and welcome is given to all who will submit to its scholastic regulations. As a Christian school, however, it inculcates gospel truths and demands a consistent moral character and deportment.

The Young Men's Christian Association, organized in 1877, is in a flourishing condition, and continues to be a great blessing to the students. It offers a splendid opportunity to secure Christian growth and to do personal religious work. The Young Women's Christian Association is doing excellent work along similar lines of endeavor, and is diligent in its efforts to encourage and inspire Christian living among young women. The

students support a weekly prayer meeting, from which the institution continues to reap much spiritual fruit.

These two organizations co-operate as 'The Association Union and direct and administer the religious activities of the student body, and under its direction seven Mission Sunday Schools are conducted within Ottawa County.

Mission classes meet once every week to study the history and methods of missions as well as missionary biographies relating more particularly to the mission fields of our own church. The student body through the Association Union supports the Hope Hostel at Madanapalle, S. India. This condition has naturally developed a deep interest in Christian Missions.

LIBRARY

The library, which numbers more than 35,000 volumes, is open every day except Sunday for the use of students. Books, pamphlets, magazines, and papers are constantly being added. The friends of Hope College may be assured that their gifts of books to the library will be taken care of, appreciated and made useful by giving them a place upon the ample shelves of the magnificent fire-proof library building.

In connection with the library are reading rooms in which reference books are placed and which are supplied with many valuable periodicals and leading journals on politics, religion, science, and literature by friends of the College.

The most recent large addition to the Library, consisting of over 800 volumes of finely bound works by the best authors, was made by Dr. John W. Bosman, '82, of Kalamazoo, Michigan. This is a gift of great value and is highly prized by the College both for its usefulness in the literary work of the institution and for its artistic beauty.

SOCIETIES

The Literary Societies offer decided advantages to their respective members and materially aid in the attainment of the culture which it is the object of the College to promote. There are six men's societies and five women's societies, all devoted to literature and music. Those whose interests lie more largely along public speaking and debate are affiliated with the Pi Kappa Delta, a non-secret national forensic group. The Upsilon Club is an organization whose purpose is to study the literature and history of the Netherlandish peoples.

The Science Club is an association for the advancement of scientific study and research. Its membership is open to instructors and students who are interested in Natural Science.

In all of these societies a free, democratic, American spirit is demanded and no class distinctions based upon wealth, position, or influence are tolerated.

PUBLICATIONS

Connected with the institution, two religious weeklies are published, *De Hope* and *The Leader*. The first was established in 1866 and is under the direction of the Board through its Editorial Committee. It has a circulation of some 6,000 copies. The second appeared with its initial number September, 1906, and now has a circulation of 7,000 copies. Both are devoted to furthering the cause of the American Reformed Church and non-sectarian education.

A weekly, called *The Anchor*, is conducted by the students with gratifying success. It has reached its forty-third year, and is well calculated to awaken an esprit de corps among the alumni. No alumnus who wishes to keep himself informed in regard to his Alma Mater and who desires to keep in touch with her, can afford to be without this paper. The subscription price is \$1.50 yearly.

AWARDS AND PRIZES

In 1887 the two "George Birkhoff, Jr., Prizes," each of twenty-five dollars, one for the Junior Class in English Literature, and the other for the Senior Class in Dutch Literature, were established.

A Foreign Missions Prize of twenty-five dollars founded by Mrs. Samuel Sloan, of New York City, is awarded to the College student who writes the best essay on Foreign Missions. This contest is open to the whole College.

English Grammar.—In 1894 two prizes were added to the list of annual awards, one of fifteen dollars for the best, and the other of ten dollars for the second best examination in English Grammar and Orthography, open to all members of the "C" class. These were established by Henry Bosch, of Chicago, Ill.

The Dr. J. Ackerman Coles Oratory Prize was founded in 1906. The award is made quadrennially upon an oration of a patriotic nature. The prize is a bronze bust of Washington, after Houdon. The next contest will be held in May, 1931.

The A. A. Raven Prize in Oratory was established by Mr. A. A. Raven in 1908. The prize is divided into a first award of thirty dollars and a second award of twenty dollars. The contest is limited to a subject of a patriotic nature. The winner of

the first award represents the College at the contest of the Michigan Oratorical League.

The Dr. J. Ackerman Coles Debating Prize was established in 1909. The subject and method of debate are not limited in any way, but are subject to the general control of the Faculty.

A Domestic Missions Prize was established in September, 1910, by the Rev. and Mrs. S. F. Riepma, Independence, Mo., and the first award upon this foundation was made at the annual commencement in June, 1911. The prize is twenty-five dollars and, under the conditions named by the donors, will be given to the student of the College who offers the best essay upon a topic concerned with domestic missions in America and in the American Reformed Church. The foundation is known as the Van Zwaluwenburg Domestic Missions Prize.

The Southland Medals were established in 1911 through the generosity of Mr. Gerrit H. Albers, a graduate of the class of 1891. These medals were designated by President G. J. Kollen, LL.D., as follows: "A gold medal with the seal of Hope College, to be known as the Gerrit H. Albers Gold Medal and to be awarded to the young woman of the Senior Class; who, in the judgment of a designated committee of the Faculty, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her college course; a silver medal with the seal of Hope College, to be known as the Mary Clay Albers Silver Medal and to be awarded to the young woman of the "A" Class, who, in the judgment of the committee, has maintained the highest standard of all-around scholarship, character, and usefulness during the four years of her Preparatory School course." The committee consists of the President, the Dean of Men, the Dean of Women, and the Registrar.

The Beekman Bible Fund. In 1911 Mr. Gerard Beekman, of New York City, generously established a fund, the income of which is devoted annually to the purchase of Bibles for the graduating Senior Class.

The Jansma Fund. The Young People's Society of the Ebenezer Reformed Church of Morrison, Ill., provided in 1920 the sum of \$201.25 as a Memorial Fund in honor of Private William Jansma, formerly one of its members and a student at Hope College, who died while en route to France for service with the American Expeditionary Forces. This fund has been donated to Hope College, and the income is used to supply books for biblical research in the Department of Religious Education.

Freshman Biblical Prize. The Sunday School of the Ninth Reformed Church of Grand Rapids, Mich., in memory of Miss Anna Hydeman, a life-long worker in the Sunday School of Ninth Reformed Church, has established an annual prize of twenty-five dollars in the Department of Bible and Biblical Literature, to be given to that student of the Freshman Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Freshman Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in course will be taken into consideration.

The Coopersville A. B. C. Fund. The Men's Adult Bible Class of the Reformed Church of Coopersville, Mich., donated the sum of five hundred dollars to Hope College, the income of which is awarded as an annual prize in the Department of Bible and Biblical Literature to a student of the Sophomore Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Sophomore Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in the Freshman and Sophomore Courses in Bible and Biblical Literature is taken into consideration.

Junior Biblical Prize. The Young People's Society of Christian Endeavor of the First Englewood Reformed Church, Chicago, Ill., has established an annual prize of twenty-five dollars in the Department of Bible and Biblical Literature, to be given to that student of the Junior Class who submits the best essay on a Biblical subject assigned by the Professor in charge of the department. This essay is a regular part of the Junior Course in Bible and Biblical Literature, required of all those taking the course, and in the awarding of the prize the grade of work done in course will be taken into consideration.

The Senior Biblical Prize. Mr. Daniel C. Steketee, of Grand Rapids, Mich., of Paul Steketee & Sons, has donated a fund, the income of which is used as a prize for meritorious work in the Department of Bible and Biblical Literature. The prize will be awarded to that student of the Senior Class who submits the best essay on some subject connected with the regular Senior course in Evidences of Christianity assigned by the Professor in charge of the course. This essay is a regular part of the Senior course in Evidences of Christianity, and the grade of work done in the Junior course in Bible and Biblical Literature is taken into consideration in the awarding of the prize.

The John Palsma Bible Prize. This prize is donated by the Christian Endeavor Society of the Reformed Church at Springfield, South Dakota, in memory of one who gave his life in the World War. The income of this gift of \$100 is to be used for the purchase of a Bible for that member of the "A" Class who, upon graduation, has maintained the highest standing in Religious Education in the Preparatory School during a residence of not less than two years.

The Vanderwerp Prize. Out of gratitude for what Hope College has done for their son and daughter, both of whom graduated in 1920, Mr. and Mrs. George D. Vanderwerp, of Muskegon, Mich., offer a prize of twenty-five dollars to the student of the Senior Class who maintained the highest standing in Oral and Written English during the four year course.

Adelaide Missions Medal. This medal is given to the member of the Senior Class of Hope College who goes directly from the College into the Foreign field under permanent appointment by the Board of Foreign Missions of the American Reformed Church. It is designed to knit together by an outward token the Messengers of Hope as they fare forth to the arduous duties and the glorious privileges of the Soldiers of the Cross. As it is given in memory of one whose interest in Gospel Evangelization was world-wide and constant throughout the years, mindful that the joy abundant can come only through the Message of the Master, it is the trust of the donor that the symbol which is engraved upon it, the Anchor of Hope, will be a Talisman of Cheer and Hope.

SCHOLARSHIPS

The Michigan State College Fellowship. The University of Michigan has established fellowships which are awarded annually to the different colleges of the State. The holder of the fellowship is appointed by the Faculty of the College and must be a graduate of the college. The income from this fellowship is three hundred dollars.

The Grace Marguerite Browning Scholarship in Music. A scholarship in music amounting to \$75.00 annually, and known as the Grace Marguerite Browning Scholarship was founded in 1919 by Mrs. George M. Browning in memory of her daughter, Miss Grace M. Browning, who was head of the Department of Voice for many years. It is awarded to a student who presents evidence of proper qualifications, talent and purpose.

The Almon T. Godfrey Prize in Chemistry. By provisions of the will of Dr. B. B. Godfrey, who for many years was a leading

physician of Holland and deeply interested in scientific education, the sum of \$500 was donated to the Council of Hope College, in memory of his son, Prof. Almon T. Godfrey, A.M., M.D., instructor in Chemistry and Physics in 1904 and Professor in Chemistry from 1909 to 1923. The interest on this sum is to be given annually at the commencement of Hope College as a prize.

PRIZES AND SUBJECTS, 1928-1929

The George Birkhoff, Jr., English Prize — "Mathew Arnold."
— Carl C. Postma.

The George Birkhoff, Jr., Dutch Prize — "Cornelis Eliza von Koetsveld; Leven en Werken." Gerrit Rezelman.

The Mrs. Samuel Sloan Foreign Mission Prize — "The History and Present Status of the Student Volunteer Movement," Evan Van Schaack.

The Van Zwaluwenburg Domestic Mission Prize — "Protestant Missions Among Italians in America," Evan Van Schaack.

The Daniel C. Steketee Bible Prize — "The Pre-eminence of Christ," Jacob Pelon.

The Coopersville Men's Adult Bible Class Prize — "John Mark as an Evangelist and Missionary," Martin Kloosterman.

First Englewood Young People's Society of Christian Endeavor — "The Distinctive Features of the Religion of Ancient Israel," Marvin Kruiuzenga.

Ninth Reformed Church of Grand Rapids — "What Jesus Thought of Himself," Lois Marsilje.

The Henry Bosch English Prizes — Examination, John La Huis, Henry Kruiuzenga.

The A. A. Raven Prize in Oratory — Public Oration, Paul J. Brower, Arthur Oudemool.

The Dr. J. Ackerman Coles Prize in Debate — Public Debate, Jacob Pelon, L. G. Hoogenboom, Stanley Verhey, Herman Bast, J. C. Rylarsdam, L. E. Vredevoogd.

The Coles Washington Bust — Oration.

The John Palsma Memorial Prize — Faculty award, Catherine Nettinga.

The Gerrit H. Albers Gold Medal — Faculty award, Alice Lammers.

The Mary Clay Albers Silver Medal — Faculty award, Deane Knoll.

The Almon T. Godfrey Prize — Faculty award, Clarence Bremer.

The Woman's Prize in Oratory — Public Oration, Gladys Huizenga.

The Vanderwerp Prize — Faculty award, Esther A. Brink.

The John Broek Memorial Award — Ray De Young.

PRIZES AND SUBJECTS, 1929-1930

The George Birkhoff, Jr., English Prize — "Macaulay."

The George Birkhoff, Jr., Dutch Prize — "Jan Jacob Lodewijk Ten Cate."

The Mrs. Samuel Sloan Foreign Mission Prize — "Missionary Reconstruction in China."

The Van Zwaluwenburg Domestic Mission Prize — "The Reformed Church Mission Among the Winnebago Indians."

The Dan C. Steketee Bible Prize — "The Evidential Value of the Life and the Epistles of the Apostle Paul."

The Coopersville Men's Adult Bible Class Prize — "Judaism in the Early Christian Church."

The Anna Hydeman Memorial Prize — "The Pharisees."

The First Reformed Englewood Church Prize — "The Prophet Isaiah."

The Henry Bosch English Prizes — Examination.

The A. A. Raven Prize in Oratory — Public Oration.

The Dr. J. Ackerman Coles Prize in Debate — Public Debate.

The John Palsma Memorial Prize — Faculty award.

The Gerrit H. Albers Gold Medal — Faculty Award.

The Mary Clay Albers Silver Medal — Faculty award.

The Almon T. Godfrey Prize — Faculty award.

The Woman's Prize in Oratory — Public Oration.

The Vanderwerp Prize — Faculty award.

The John Broek Memorial Award — Faculty award.

PRIZES AND SUBJECTS, 1930-1931

The George Birkhoff, Jr., English Prize — "Arthur C. Benson."

The George Birkhoff, Jr., Dutch Prize — Dr. Herman Bavink, *Levensgeschiedenis*.

Mrs. Samuel Sloan Foreign Missions Prize — "An Answer to Recent Criticisms of Foreign Missionary Work."

The Van Zwaluwenburg Domestic Missions Prize — "The Reformed Church Missions Among the Kentucky Mountaineers." Freshman Biblical Prize — "The Sadducees."

The Anna Hydeman Memorial Prize —

Sophomore Biblical Prize — "The Message of John's Epistles."

The Coopersville Men's Adult Bible Class Prize —

- Junior Biblical Prize — "The Greatness of Moses."
The First Reformed Englewood Church Prize —
Senior Biblical Prize — "The Gospel of John; its Unique
Message and Character."
The Dan C. Steketee Bible Prize —
The Henry Bosch English Prizes—Examination.
The A. A. Raven Prize in Oratory—Public Oration.
The Dr. J. Ackerman Coles Prize in Debate—Public Debate.
The John Palsma Memorial Prize—Faculty award.
The Gerrit H. Albers Gold Medal—Faculty award.
The Mary Clay Albers Silver Medal—Faculty award.
The Almon T. Godfrey Prize—Faculty award.
The Woman's Prize in Oratory—Public Oration.
The Vanderwerp Prize—Faculty award.
The John Broek Memorial Award — Faculty award.

FEES, EXPENSES, ETC.

The aim constantly kept in mind is to provide at Hope College everything necessary to a broad, liberal education at the lowest possible cost consistent with educational facilities of the most modern and approved type, and with a life of refinement and culture. It is believed that nowhere else in a community as progressive as the city of Holland and vicinity, and in no college of equal standing with Hope College can a student live as inexpensively and as wholesomely.

A tuition fee of one hundred dollars is charged each year.

This fee is the regular fee for work chosen under one of the groups (pages 16, 17) constituting seventeen semester hours made up as follows: Fifteen hours in academic subjects for which all standard institutions of the best rank will allow undergraduate credit or will accept in candidacy for professional and advanced degrees; and two hours in religious education and public speaking (both of which are required at Hope College for degree credit and during the entire residence of a student). It will be noted that the degree requirement at Hope College is 120 hours of academic work and ten hours of religious education. An extra fee of two (\$2.00) dollars per semester is charged if more than seventeen hours are taken during a semester. Not more than twenty hours will be allowed at any time except in the case of very mature or of advanced students and then only by special permission of the Committee on Student Direction and under the stipulation that a grade of not less than 90% on a basis of 70%—100% be maintained in each subject.

Hope College reserves the right to matriculate students and to continue them in residence on the basis of its conclusions regarding the capacity of the student to do work of college grade and his fitness to live under the social conditions fostered on the campus. After a student has been admitted to residence, his withdrawal may be asked at any time and the College reserves the right of withholding its reasons for the request. These conditions are part of the contract between the College and the matriculant.

Students will not be accepted from other institutions except in regular course and for advanced standing only. Each applicant's case will be considered on its own merits and a letter of dismissal with full credit for the time spent in the accrediting institution will be required before consideration of the application.

All fees must be paid in advance at the time of registration. Laboratory fees cover only the actual cost of apparatus and material used by each individual student. As these vary with each student, no satisfactory statement can be made regarding them. The college graduation fee is ten dollars, which must be paid immediately after the student is admitted to candidacy for the degree.

In the gymnasium a nominal fee to cover rental of lockers and incidental expenses is the only official charge. Expenses connected with team and club or special work are met by the students engaged in the work, and the amount expended lies wholly within the pleasure of the student. The Faculty discourages all ill-advised or unnecessary expenses. Gambling, betting, and similar practices are absolutely forbidden, and we are glad to say that up to the present time the student-body at Hope College is united in condemning these questionable practices. A keen spirit of rivalry, looking to manly and friendly contest in scholarship, oratory, and physical excellence, is promoted by Faculty and students alike.

The cost of rentals in private homes in the city varies. A limited number of rooms are provided for men students, and are rented at a cost barely covering the expense of light and fuel. There are twenty-five rooms in Van Vleck Hall, in the selection of which students looking toward the Christian ministry have the preference. These are unfurnished. Van Vleck Hall is heated by steam and lighted by electricity.

Complete accommodations are provided for women in Voorhees Hall. The building, lighted by electricity and heated by steam, is capable of housing one hundred girls. It is equipped in the most modern way in every detail. There are large general baths and toilets, individual lavatories, reception parlors;

and dining rooms. Rooms may be rented, single or en suite. A special circular giving full details regarding accommodations at Voorhees Hall will be sent upon application to the Dean of Women.

The cost of rentals in private homes of the city varies from fifty cents a week, without heat, to five dollars a week, with heat and light.

Accommodations for board are provided in the dining rooms at Voorhees Hall for both men and women. The price of board is five dollars a week. The home plan of regular meals at stated hours is at present followed; in this way one hundred students may be accommodated.

A tabular estimate of expenses is given herewith which does not include clothing and travel and all other costs incidental to a student's method of living, since these must necessarily vary with each individual. This estimate is based on living upon the campus.

The Committee on Student Welfare assists in obtaining proper housing accommodations and students are not permitted to remain in residence unless they occupy rooms which are on the approved list.

COLLEGE:—Tuition	\$100.00
Rent	70.00
Board	180.00
Books and sundries.....	50.00
	<hr/>
	\$400.00

Laboratory fees are extra, and are noted under the courses offered.

The above estimate is an answer to those who want to know how much money is absolutely needed. Of course, the expense of some of the students exceeds this amount; some, however, spend less. A number of our students earn enough money to pay their way through college.

Young people of noble aspiration but of limited means need not be discouraged. At Hope College they will find many like themselves, some of whom have come a great distance seeking an education. Such as these are in earnest, content with plain living, and, by practicing the economies possible in this place, succeed in reducing their expenses within very narrow limits.

Holland being an important station on two branches of the Pere Marquette R. R., and situated on U.S.31 and M21, students are enabled to come in for the day, and thus materially reduce expenses.

DISCIPLINE

It is gratifying to observe that the moral and spiritual tone of the students is such that the matter of discipline is reduced to a minimum. General opinion is on the side of right and reasonableness, and lends its powerful support to the interest of good order and efficient work. It is the aim of Hope College to develop this high moral culture and character of the student no less than to advance his intellectual development.

In general, however, if it appears that students do not improve their time and opportunities, or do not conduct themselves in a respectable and orderly manner, their connection with the institution is suspended; or if it should be found, after due probation and inquiry, that the influence of the student is bad and injurious to others, the right is exercised of requiring the withdrawal of such a student.

A record is kept of the scholastic standing of each student and a copy of the same is sent to the parent or guardian at the close of each semester. If the average standing does not exceed 70 on a basis of 100, he is dropped from his class.

A system of auxiliary classes is maintained for the benefit of those who fall below a standard which is based both upon the requirements of a given subject and upon what the Student Direction Committee consider the individual should be able to accomplish with his own capacities and purposes.

Class divisions are based upon placement examinations at the beginning of the year. At the end of each six weeks period students are placed in the auxiliary classes or upon probation as the case demands. Withdrawal may be asked at any time because of low scholarship grades.

All students are required to be present, promptly on the first day of each and every semester. Recitations begin the next morning at the usual hour, eight o'clock.

Fees and room rent are to be paid strictly in advance.

Dancing and card playing are prohibited, as is also the use of tobacco on the open campus.

Parents living at a distance are requested not to ask or expect their children to come home during term time. It seriously interferes with proper habits of study, and by our rules none is to be absent from the institution without the permission of the Deans.

MUSEUM

The treasures of the Museum include replica marbles of Venus de Milo and Ajax, the gifts of Dr. Jonathan Ackerman Coles of New York. Both are imported original-size busts of exquisite workmanship in copying and in detail. They are mounted upon marble pedestals which are also the gifts of Dr. Coles. We are rarely fortunate in the possession of these statues and deeply grateful to the donor for his gifts, and more than all for the kindly interest in Hope College which prompted him in presenting them. Among Dr. Coles' previous gifts are photographs in full size of the Apollo Belvedere, Augustus, Michael-Angelo's Moses and the Discus Thrower of Myron; the bronze bust of Houdon's Washington; also interest-bearing securities, the proceeds of which are devoted once in every four years to the purchase of a bronze bust of Washington, offered as a prize to students presenting the best oration on a patriotic subject. The first contest held upon a Coles' Foundation took place May 30, 1907. The Museum has been enriched recently by gifts from Rev. A. L. Warnshuis, D.D., '97; Rev. J. J. Banninga, D.D., '98; Rev. H. V. S. Peeke, D.D., '87; H. G. Keppel, '89; Wm. Damson, '01; Dr. A. Oltman, '83; Mr. Con De Pree, Dr. S. M. Zwemer, and by a large private collection embracing mineralogy, geology, paleontology, five thousand specimens of mosses, fresh and salt water shells, fish and corals, which were given by a valued friend of Hope. A recent gift by a friend of long standing and unswerving loyalty is a large number of photographs and photo-gravures of artistic and scientific subjects.

A WORD TO ALUMNI AND OTHER FRIENDS

It is with justifiable pride that Hope College points to the more than one thousand men and women whom, in the course of the half-century of her existence, she has equipped and furnished for life's varied activities. Nothing redounds more greatly to her credit or reflects greater honor upon her than the fact that her influence has availed in some measure to arouse the latent talents, or multiply the native gifts, or inspire the lofty ideals that have made these lives more productive in the fields of service into which they have entered. These alumni and alumnae are her joy and crown, and to know that wherever, under God's kind leading, they have gone to better the world, they rise to call her blessed, heartens Alma Mater to enter hopefully the ever-widening fields of opportunity that invite and challenge.

The older institutions of the land see their sons and daughters, many of whom have prospered, a band of real and true

supporters to whom they never appeal in vain when they feel themselves in need. If they lengthen their cords and strengthen their stakes and increase the bounds of their habitation from time to time, it is because their alumni all over the land and world make it possible. Princely gifts for improved equipment and increased endowment and much needed buildings are constantly reported. It is the impulse of gratitude that prompts to such benefactions; and is there a more fitting way to express one's feelings of attachment to the institution that has done so much to make one's life honored and fruitful, than by enabling it to do still more of that kind of work and to do it still better?

And surely it will not be deemed ungracious or unreasonable if it be said that Hope College looks with longing and desire to her alumni for increased material support, especially to those who have entered the more remunerative callings. It is a pleasure to note that several have already generously recognized their obligations. Will not others follow in their train?

The splendid group of buildings that adorn our college campus and the considerable endowment which our College now has, are a lasting and noble memorial to friends East and West, who have thus visualized their interest in higher Christian education. Many of them have gone to their reward, but their memory remains fragrant and their influence flows on for good. Hope College needs more of just such friends. Will you not be one of them? A larger endowment and one or two new buildings would enable the College to do its growing work with much more freedom and efficiency.

If it lies in your mind to do something in this direction, the President will be glad to correspond with you or call at your home. For those who prefer to remember the College in their wills, we append "a form of bequest." Pastors of Reformed Churches may render great service by bringing the financial claims of our institution to the attention of the members of their congregations, and by directing promising young men and women seeking a Christian education to the advantages which Hope College offers.

FORM OF BEQUEST

"I give and bequeath to the Board of Trustees of Hope College, located at Holland, Michigan, the sum of \$.....to be applied in such manner as it may deem most needful."

NOTE—Those who have some particular object in mind may vary the above form to suit their preference.

DEGREES CONFERRED IN 1929

DEGREES IN COURSE

Bachelor of Arts

Bekken, Everett	Laug, Herman Francis
Bentall, Alfred	Lippenga, Josephine Anne
Beswick, William Frederick	Martin, James Dean
Blekkink, Dorothy Antoinette	McGowan, Dora Viva
Boone, Ada Cornelia	McGilvra, Edith Alyce
Boone, Harriet	Mouw, Dick
Bos, Gertrude Jeanne	Mulder, John
Bosch, Leon Arthur	Neerken, Hazel
Bremer, Clarence	Ossewaarde, Jule Alberta
Bremer, Roy	Otte, Margaret Wilhelmina
Brink, Esther Angeline	Pelon, Jacob
Brokaw, Frank Alger	Raak, Lorainne Henrietta
Clark, Harry J.	Rezelman, Gerrit
De Cracker, Ina Cornelia	Rozema, Charles Edward
De Groot, Mariet	Russcher, George
Den Herder, Elida	Sandy, Laverne Russel
De Pree, John Bernard	Schaafsma, Kathryn Anne
De Pree, Leon Paul	Scholten, Peter
De Roos, George	Stroop, Dorothy
De Velder, Walter	Tanis, Nellis Preston
De Vries, Joe	Swartout, Edward Lincoln
De Young, Ray	Timmer, Harm
Diephouse, Clarence Melvin	Townsend, Ida Birdsall
Du Mez, Marjorie Esther	Tysse, Eva Rachel
Fokkert, Marvin James	Van Buren, Martha
Grooters, Evangeline Miriam	Vande Poel, Clifford Lester
Gulick, Jacob	Vanderbush, Alvin Wallace
Harms, Herman Paul	Vander Hill, Laverne John
Hawkins, Lily Mae	Vander Linden, Ruth Esther
Hughes, William Bayard	Van Duren, Norris
Hyink, Kenneth Jay	Van Oss, Bernard Jay
Hyink, Walter J. B.	Van Raalte, Raymond Earl
Japinga, Russel	Van Schaack, Eva Blanche
Kennell, Ruth Claire	Van Tamelen, Chester James
Klaasen, Clarence	Verwey, Eleanor Louise
Klay, John L.	Vinstra, Andrew Henry
Kleinjan, Floyd Ira	Vredevoogd, Lawrence E.
Kleinheksel, Stanley	Wackerbarth, Henry Phillip
Klooster, Sarah	Wagenaar, Evelyn Marie
Knol, Herman	Waldron, Mary Aurelia
Koeppel, Grace	Welling, Seena Clarice
Kraai, Harold	Welmers, Evelyn Hermina
Kuyper, Adrian	Yntema, Otto
Lammers, Alice Arnolda	

HONOR ROLL

Magna Cum Laude

Alfred Bental	Marjorie Esther Du Mez
Esther Angeline Brink	Ruth Claire Kennell
	Dorothy Stroop

Cum Laude

Ada Cornelia Boone	Jacob Pelon
Harriet Boone	Loraine Henrietta Raak
Clarence Bremer	Eva Blanche Van Schaack
Alice Arnolda Lammers	Eleanor Louise Verwey
Josephine Anne Lippenga	Evelyn Marie Wagenaar
Hazel Neerken	Otto Yntema

Master of Theology

Franklin John Hinkamp	Marion Pennings
Bernard M. Luben	Henry D. Voss

Bachelor of Theology

Delbert Lee Kenney	Norman E. Vander Hart
Alvin J. Neevil	Anthony G. Van Zante
Aaron J. Ungersma	Nicholas H. A. Brunix

HONORARY DEGREES

Mr. Charles Myron McLean.....	Doctor of Laws
Rev. Gerrit J. Hekhuis.....	Doctor of Divinity

MICHIGAN COLLEGE LIFE CERTIFICATES

Everett Bekken
 Dorothy A. Blekkink
 Ada C. Boone
 Harriet Boone
 Leon A. Bosch
 Esther L. Brink
 Frank A. Brokaw
 Harry J. Clark
 Marriet De Groot
 George De Roos
 Joe De Vries
 Elida Den Herder
 Clarence Diephouse
 Marvin J. Fokkert
 Marjorie Du Mez
 Evangeline M. Grooters
 Kenneth J. Hyink
 Walter J. B. Hyink
 Ruth C. Kennell
 Sarah Klooster
 Grace Koepepe
 Alice A. Lammers
 Herman F. Laug
 Josephine A. Lippenga
 James Dean Martin

Dora V. McGowan
 Edith A. McGilvra
 Richard Mouw
 Hazel Neerken
 Jule A. Ossewaarde
 Margaret A. Otte
 Loraine H. Raak
 George A. Russcher
 Dorothy Stroop
 Peter Scholten
 Preston Nellis Tanis
 Ida Birdsall Townsend
 Martha Van Buren
 Norris Van Duren
 Alvin W. Vanderbush
 Laverne J. Vander Hill
 Ruth E. Vander Linden
 Bernard J. Van Oss
 Raymond Van Raalte
 Lawrence E. Vredevoogd
 Evelyn M. Wagenaar
 Mary A. Waldron
 Evelyn H. Welmers
 Seena C. Welling
 Otto Yntema

OFFICERS OF THE ALUMNI ASSOCIATION

Rev. S. C. Nettinga, D.D., '00.....President
 Wynand Wichers, '09.....Vice-President
 Mrs. C. A. De Jonge, '18.....Secretary
 Prof. Irwin J. Lubbers, '17.....Treasurer

INTERIM COMMITTEE

(An interim Committee, composed of members of the College Faculties, was formed in September, 1929, to foster the interests of the Alumni Association. The Committee is promotional only in its functions, and assumes no responsibilities of any sort. Its members are, A. E. Lampen, C. Kleis, Miss Dykhuizen, Miss, Ross, Mr. Wolters.

CHRONOLOGICAL MEMORANDA

Beginning of the Netherlands Immigration into Michigan, Iowa, etc.....	1847
Village of Holland laid out.....	1848
Five acres donated by Rev. A. C. Van Raalte, D. D., as site for an Academy.....	1850
"Pioneer School" opened.....	Oct., 1851
Mr. W. T. Taylor, Principal.....	1851-1853
Placed under care of General Synod of the Reformed Church in America.....	1853
Rev. F. B. Beidler.....	1854-1855
Rev. John Van Vleck, Principal.....	1855-1859
The School named the "Holland Academy".....	1855
Van Vleck Hall erected on "The Five Acres".....	1856
Rev. Philip Phelps, Jr., Principal.....	1859-1866
Campus enlarged to 16 acres.....	1859
"Oggel House" erected as a residence.....	1860
Gymnasium built, largely by students.....	1862
A Freshman class formed 10 in number.....	1862
A "Board of Superintendents" appointed by Gen. Synod	1863
A college proposed and approved by the Synod.....	1863
Over \$40,000 contributed as an endowment.....	1865
Hope College begun, 1865; incorporated.....	May, 1866
First College Faculty of six professors appointed and organized	July, 1866
Rev. Philip Phelps, Jr., D.D., elected first President	July, 1866-1878
First commencement (eight graduates).....	1866
A weekly newspaper, "De Hope," established.....	1866
Theological instruction begun, with a class of seven	Sept., 1866
Rev. E. C. Crispell, D.D., elected Professor of Theology; Professors Phelps, Oggel, Beck and Scott elected "Lectors"	1867
The Theological Department adopted by General Synod as its "Western Theological Seminary"....	1869
Death of Rev. Peter J. Oggel, Professor, and Editor of "De Hope".....	Dec. 13, 1869
First theological class of seven graduated.....	1869
First formal constitution of the College adopted.....	1871
C. Doesburg, A.M., elected Professor (Emeritus, 1899; died, 1906)	1872-1899
Brick printing office for "De Hope" erected.....	1876
Death of A. C. Van Raalte, D.D.....	Nov. 7, 1876
Suspension of the Theological Department.....	June, 1877

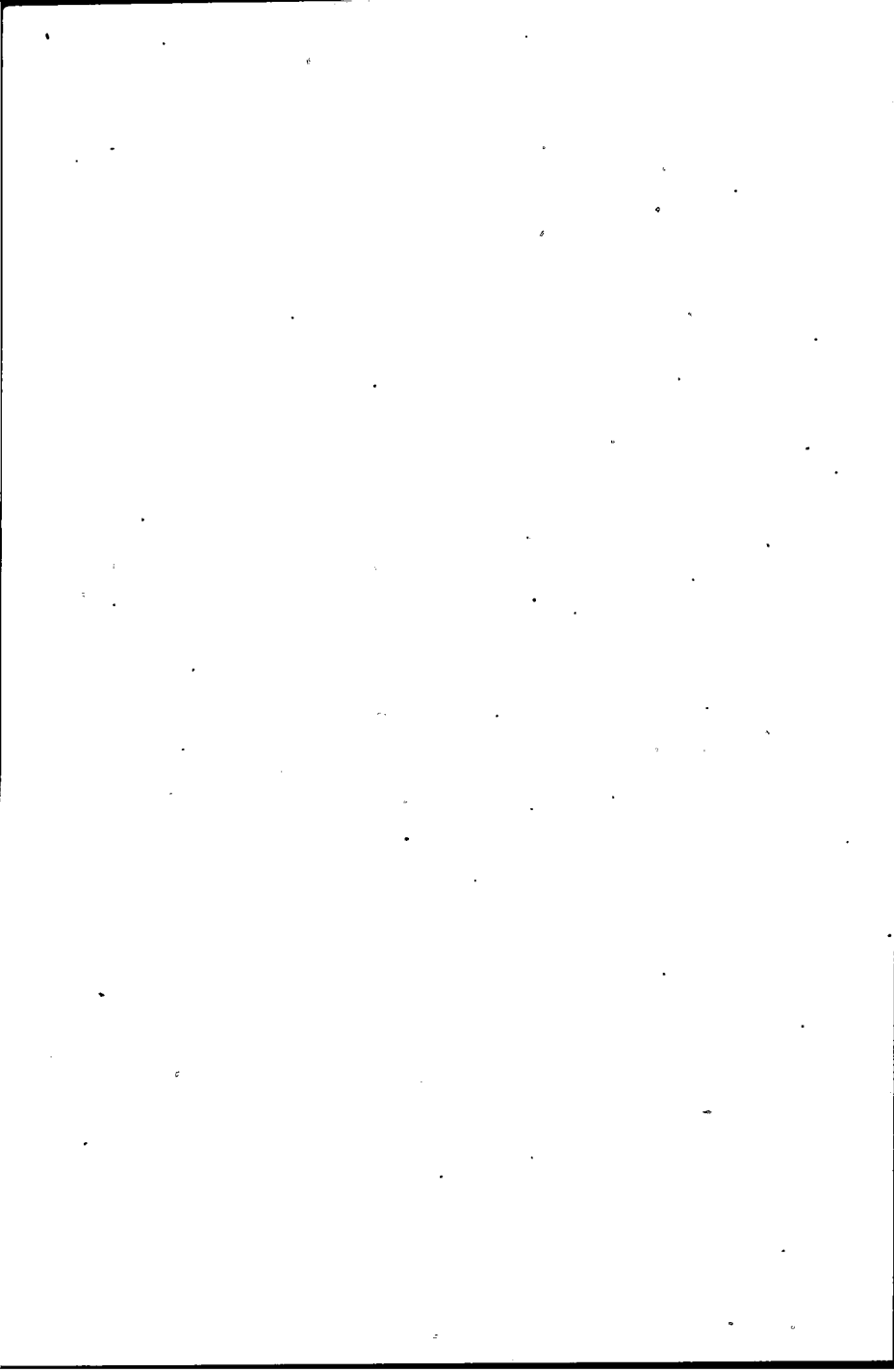
Reorganization of the College; Dr. Phelps, resigned	
..... June,	1878
Rev. G. H. Mandeville, D.D., Provisional President and Financial Agent; Prof. C. Scott, Vice-President....	1878
Wm. A. Shields, A.M., and G. J. Kollen, A.M., elected professors	1878
Prof. Charles Scott, D. D., Provisional President.....	1880
Theological instruction restored; a professorship of \$30,000 completed	1884
Rev. N. M. Steffens, D.D., elected Professor of Theology (resigned, 1895; elected Professor of Historical Theology, 1903; Professor of Systematic Theology, vice Rev. G. H. Dubbink; 1910; died, July 24, 1912).....	1884
Revs. P. Moerdyke and Henry E. Dosker elected Lectors	1884
H. Boers, A.M.; J. H. Kleinheksel, A.M.; J. G. Sutphen, A.M., and Rev. John J. Anderson, A.M., elected Professors	1885
Election of Professor Charles Scott, D.D., as Constitutional President	1885-1893
President Scott inaugurated, died, Oct. 31, 1893.....	1886
Synod's house for the President erected.....	1886
First number of "The Anchor" issued..... May,	1887
Mrs. C. Van Raalte Gilmore elected Lady Principal appointed Dean of Women, 1907.....	1887-1909
Rev. J. H. Gillespie, A.M., elected Professor of Greek Quarter-Centennial celebration	1888-1898
Graves Library and Winants Chapel begun, and cornerstone laid	June 26, 1890
Prof. G. J. Kollen, A.M., elected President, vice Dr. Scott (inaugurated, 1894; resigned, 1911; Emeritus, 1911; died Sept. 5, 1915).....	Oct. 12, 1892
D. B. Yntema, A.M., elected Professor of Chemistry and Physics (died, Nov. 4, 1920).....	1893-1911
Graves Library and Winants Chapel dedicated.....	1893-1916
..... June 26,	1894
J. B. Nykerk, A.M., Professor of Music and Principal of the Preparatory School, 1891-1892; elected Professor of English	1895
Rev. J. T. Bergen, A.M., elected Professor of Biblical Literature	1895-1906
Henry Veghte, A.M., elected Professor of German and French	1897-1904
E. D. Dimnent, A.M., elected Professor of Greek.....	1898-1918
A. J. Ladd, A.M., elected Professor of Psychology and Pedagogy	1898-1902
Rev. Peter Siegers elected Professor of Dutch.....	1899-1900

S. O. Mast, A.B., elected Professor of Biology.....	1901-1908
E. B. Norton, Ph.D., appointed Instructor in Pedagogy.....	1903-1909
Rev. J. M. Vander Meulen, A.M., elected Professor of Psychology and Pedagogy.....	1903-1909
A. Raap, elected Professor of Dutch, vice Prof. Siegers, (appointed Educational Secretary, 1918).....	1903-1918
Van Raalte Memorial Hall dedicated.....	Sept., 1903
Almon T. Godfrey, M.S., M.D., appointed Instructor in Chemistry and Physics; Assistant Professor, 1908; elected Professor of Chemistry, 1909; died Aug. 25, 1923	1904-1923
Miss Carrie Krell, A.B., Instructor in English.....	1905-1910
J. W. Beardslee, Jr., A.M., elected Professor of Ethics and Evidences of Christianity (Professor of Latin, 1912, vice Prof. Sutphen).....	1905-1913
Henry R. Brush, A.B., elected Professor of German and French	1905-1913
Rev. John E. Kuizenga, A.M., appointed acting Professor of English and Pedagogy (Professor of Bible and Philosophy, 1909).....	1906-1915
Carnegie Gymnasium dedicated.....	June, 1906
Elizabeth R. Voorhees Girls' Residence dedicated	June, 1907
John D. Maclaren, M.D., elected Professor of Biology	1908-1909
Frank B. Meyer, A.M., Instructor in Greek and Latin.....	1908-1909
Frank N. Patterson, Ph.D., elected Professor of Natural Science	1909-1928
Mrs. Winifred H. Durfee, A.M., appointed Dean of Women, vice Mrs. Gilmore, and Instructor in English (Instructor in French, 1910; Professor, 1929)	1909
Wynand Wichers, A.B., appointed Instructor in Latin and English (elected Professor of History, 1913)	1909-1925
Edwin A. Brown, Ph.D., appointed Professor of Pedagogy	1909-1912
Miss Elma G. Martin, Ph.B. Instructor in English and German	1910-1917
Miss Elva N. Forncrook, A.B., Instructor in English and Expression and Physical Training.....	1910-1911
Peter I. Schlosser, Ph.M., Instructor in German.....	1910-1911
Rev. Ame Vennema, D.D., Passaic, N. J., elected President (Emeritus, 1919; died April 26, 1925).....	1911-1918
James G. Sutphen, Rodman Professor of Latin Language and Literature, died Dec. 13.....	1885-1911
Wilbur J. Greer, A.M., Instructor in Latin and Greek	1911-1913
Katharine S. Moore, A.B., Instructor in English and Public Speaking	1911-1914
Lambert Eidson, appointed Instructor in Education, vice, Dr. Brown (elected Professor, 1913).....	1912-1914

Rev. H. J. Veldman, Instructor in Bible.....	1912-1914
Henry Boers, A.M., Professor of History (died Jan. 24, 1913).....	1885-1913
William J. Moerdyk, A.B., Instructor in Latin and Greek	1913-1916
Miss Jennie Immink, A.B., Instructor in Latin and English	1913-1916
Milton J. Hoffman, A.M., appointed Professor of Latin	1913-1917
Charles Delano, Ph.D., Instructor in German and French	1913-1914
Randolph Faries, A.B., Instructor in Latin and English	1913-1914
John Tillema, A.B., Instructor in Latin and Greek.....	1914-1916
Edward Elias, A.M., appointed Professor of German and French	1914-1916
Miss Alta J. Lich, A.B., Instructor in English.....	1914-1915
Miss Magdalene M. De Pree, appointed librarian.....	1915-
Rev. George B. McCreary, Ph.D., appointed acting Professor of Bible and Philosophy (Professor, 1915)	1914-1917
Frederick G. Waide, Ph.D., appointed Professor of Education	1914-1916
Miss Mae L. Brusse, A.B., Instructor in German and Latin	1914-1920
Arthur H. Heusinkveld, A.B., Instructor in English and German; Assistant Professor of English.....	1918-1919
Miss Elizabeth A. Hunt, A.B., Instructor in English....	1915-1917
J. H. Kleinheksel, A.M. (Professor in Mathematics, died June 11, 1916).....	1885-1916
W. B. Pietenpol, Ph.D., appointed Instructor in Physics	1916-1918
J. W. Beath, A.M., appointed Instructor in Mathematics,	1916-1918
Carl J. Knock, Ph.D., appointed Professor of Education	1916-1919
Ludwig H. Eyme, appointed Professor of German and French	1916-1919
Miss Christine C. Van Raalte, A.B., Instructor in Latin and French	1916-1920
Bruno Meinecke, A.M., appointed Professor of Latin....	1917-1922
John J. De Boer, A.M., Instructor in History, vice Prof. Wichers, on leave of absence.....	1917-1918
Rev. Paul P. Cheff, Instructor in Bible.....	1917-1918
Prof. E. D. Dimment, A.M., elected President, vice Dr. Vennema	1918-
Rev. Paul E. Hinkamp, A.M., appointed Professor of Bible and Philosophy (elected Professor, 1921)....	1918-
Albert E. Lampen, A.M., appointed Professor of Mathematics (elected Professor, 1921).....	1918-

Rev. J. Vander Meulen, A.M., Professor of Greek.....	1919-1920
Miss Harriet Z. Baker, A.B., Instructor in English.....	1919-1920
Egbert Winter, A.M., appointed Professor of Education, vice Prof. Knock (elected Professor, 1921)....	1919-
William Ten Haken, A.B., Instructor in Mathematics..	1919-1921
Miss Martha J. Gibson, A.M., appointed Instructor in English	1919-1929
Miss Anne Visscher, A.B., Instructor in English.....	1919-1922
Robert G. Evans, A.M., appointed Instructor in Physics	1919-1923
Helen M. Bell, A.B., Instructor in English and History	1920-1922
John L. Schouten, Director of Physical Education.....	1920-
Rosa M. Pope, A.M., Instructor in French.....	1920-1921
Herbert G. Ozanne, A.M., Instructor in Latin.....	1920-1921
Thomas E. Welmiers, A.M., B.D., appointed Professor of Greek.....	1920-
Clarence Klies, A.M., Instructor in Mathematics; Physics, 1923; Professor of Physics, 1928.....	1921-
Clara E. Yntema, A.M., Instructor in Latin.....	1921-1923
Laura A. Boyd, A.M., Instructor in French and German (Professor of German, 1929).....	1921-
Marguerite Meyer, Instructor in French.....	1921-1923
Merle Piper, A.B., Instructor in English.....	1921-1922
Louise M. Brusse, A.B., Instructor in History.....	1921-1922
Francis Vander Veen, A.M., Professor of Latin.....	1922-1924
Freda Heitland, Instructor in English and History.....	1922-1926
Mrs. Irene B. Ver Hulst, Instructor in English.....	1922-1927
Rev. James Wayer, B.D., A.M., Instructor in Biblical Literature	1922-1923
Rev. John H. Bruggers, B.D., A.M., Instructor in Biblical Literature	1922-1923
Rev. Henry P. DePree, A.M., Instructor in Biblical Literature	1922-1923
Rev. Albertus Pieters, A.M., D.D., Professor of Biblical Literature and College Pastor.....	1923-1926
Nella Meyer, A.B., Instructor in French.....	1923-1925
Irwin J. Lubbers, A.M., Instructor in English (Professor of English, 1928).....	1923-
Albert H. Timmer, A.M., Instructor of Latin, 1924 (Professor of Latin, 1928).....	1923-
Garrett Vander Borgh, A.M., Instructor in Mathematics (Principal College High School, 1928)....	1923-
Jeanette Vander Werp, A.B., Instructor in Latin.....	1923-1924
Gerrit Van Zyl, M.S., Ph.D., Professor of Chemistry....	1923-
Ephraim J. Zook, A.M., Instructor in Latin.....	1924-1927
Miss Marian Van Drezer, Instructor in French and Latin	1924-1927
Bruce M. Raymond, A.M., Professor of History.....	1925-

Miss Anne Eikenhout, A.B., Instructor in French.....	1925-1927
Ernest C. Brooks, Social Science.....	1925-
Rev. Harry J. Hager, Professor of Bible.....	1926-1929
Miss Metta J. Ross, A.B., Instructor in History and English	1926-
Miss Mildred E. Ramaker, A.B., Instructor in English	1926-1927
Edward J. Wolters, A.M., Instructor in Latin.....	1926-
Miss Martha Barkema, A.B., Instructor in French.....	1927-1929
Simon Heemstra, A.B., Instructor in English.....	1927-1928
Carl O. Hedeon, Ph.B., Instructor in French and German	1927-1928
Rev. Edwin Paul McLean, A.M., Instructor in English (Professor of Religious Education, 1929).....	1927-
Miss Adelaide Dykhuizen, A.B., Instructor in English	1927-
Miss Nettie De Jonge, A.B., Instructor in English and History	1927-1928
Harvey J. Kleinheksel, Ph.D., Instructor in Chemistry	1928-
Edwin N. Hooker, A.M., Instructor in English.....	1928-1929
William Richards, A.M., Associate Professor of English	1928-1929
Willard H. Robinson, Ph.D., Professor of German.....	1928-
Clarence De Graaf, A.M., Instructor in English.....	1928-
The Memorial Chapel dedicated, June 7.....	1929
Roland P. Gray, A.M., Associate Professor in English	1929-
Deckard Ritter, A.M., Instructor in English.....	1929-
De Witt Clinton Sprague, A.M., Assistant Professor in English	1929-
Nella Meyer, A.B., Instructor in French and English....	1929-
Walter Van Saun, B.D., Ph.D., Professor of Philosophy	1929-



Western Theological Seminary

— of the —

REFORMED CHURCH IN AMERICA



CATALOG
1929 - 1930

HOLLAND, MICHIGAN

CALENDAR

1929

- September 18, 2 p. m. Entrance examinations.
 September 19, 8 a. m. Lectures begin.
 November 28. Thanksgiving recess.
 December 20, noon. Christmas recess begins.

1930

- January 7. Lectures resumed.
 January 30-31. First semester examinations.
 March 12. Day of prayer.
 May 13, 14. Final examinations and meeting of
 Board of Superintendents.
 May 14. Commencement
 September 17, 2 p. m. Entrance examinations.
 September 18, 8 a. m. Lectures begin.
 November 27. Thanksgiving
 December 19, noon. Christmas recess begins.

1931

- January 7. Lectures resumed.
 January 29-30. First semester examinations.
 March 11. Day of prayer.
 May 12-13. Final examinations and meeting of
 Board of Superintendents.
 May 13. Commencement.

BOARD OF SUPERINTENDENTS

Ex-Officio

PRES. J. E. KUIZENGA.....	<i>President</i>
PRES. EDW. DIMNENT.....	<i>President of Hope College</i>
PRES. JOHN WESSELINK.....	<i>President of Central College</i>

From the Synod of New York

REV. LUCAS BOEVE, D.D., Kingston, N. Y.....	1934
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From the Synod of Albany

REV. JACOB VAN ESS, Catskill, N. Y.....	1934
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From the Synod of New Brunswick

REV. DAVID VAN STRIEN, Woodcliff, N. J.....	1933
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From the Synod of Chicago

REV. T. W. MUILENBERG, South Holland, Ill.....	1930
ELDER C. DOSKER, Grand Rapids, Mich.....	1931
REV. R. D. MEENGs, Detroit, Mich.....	1934
REV. R. VAN DEN BERG, Zeeland, Mich.....	1932
ELDER B. KLOESE, Chicago, Ill.....	1933

From the Synod of Iowa

REV. A. HAVERKAMP, Sioux Center, Ia.....	1930
ELDER G. H. WORMHOUDT, Pella, Ia.....	1934
ELDER P. DEBEER, Stout, Ia.....	1933
REV. W. DENEKAS, Pekin, Ill.....	1934
REV. H. COLENBRANDER, Orange City, Ia.....	1932

From the Classes

Chicago.....	REV. JOHN KUIITE.....	1933
Grand Rapids.....	G. J. HEKHUIS.....	1931
Holland.....	REV. JOHN VAN PEURSEM.....	1933
Illinois.....	REV. H. HOFFS.....	1934
Kalamazoo.....	REV. J. J. HOLLEBRANDS.....	1932

WESTERN THEOLOGICAL SEMINARY

Muskegon.....	REV. J. BOVENKERK.....	1932
Cascades.....		
Dakota.....	REV. GEO. E. COOK.....	1933
Germania.....	REV. JOHANN SCHMIDT.....	1930
Pella.....	REV. C. DOLFIN.....	1930
Pleasant Prairie.....	REV. H. HUENEMANN.....	1934
East-Sioux.....	REV. J. M. LUMKES.....	1934
West Sioux.....	REV. FRED LUBBERS.....	1934
Wisconsin.....	REV. A. T. LAMAN.....	1934

. Officers of the Board

<i>President</i>	REV. JOHN BOVENKERK
<i>Vice President</i>	REV. T. MUILENBERG
<i>Stated Clerk</i>	REV. G. J. HEKHUIS

Executive Committee

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REV. G. J. HEKHUIS	PRES. J. E. KUIZENGA

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DR. S. C. NETTINGA, <i>Treasurer</i>
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MR. A. MEYER
DR. E. J. BLEKKINK
MR. CORNELIUS DOSKER
MR. HENRY E. LANGELAND

COMMITTEE ON EXAMINATION AND RECEPTION OF
NEW STUDENTS

PRES. EDW. DIMNENT
REV. RICHARD VANDENBERG
ELDER C. DOSKER
SEMINARY FACULTY

COMMITTEE ON SYNODICAL REPORT

REV. H. COLENBRANDER

THE FACULTY

REVEREND JOHN E. KUIZENGA, D. D.

President

Professor of Systematic Theology

4 EAST FOURTEENTH ST.

REVEREND EVERT J. BLEKKINK, D. D.

Emeritus Professor of Systematic Theology

303 COLLEGE AVE.

REVEREND HENRY HOSPERS, D. D.

Professor of Old Testament Languages and Literature

In charge of Student Preaching

26 EAST TWELFTH ST.

REVEREND SIEBE C. NETTINGA, D. D.

Professor of Historical Theology

Treasurer of the Trustees of the Seminary

133 WEST ELEVENTH ST.

REVEREND JACOB VANDER MEULEN, D.D.

Biemolt Professor of New Testament Language and Literature

Secretary of the Faculty

29 EAST SIXTEENTH ST.

REVEREND ALBERTUS PIETERS, D. D.

Dosker-Hulswit, Professor of Bible and Missions

Foundation in memory of Rev. and Mrs. N. Dosker

and Mr. and Mrs. Frank M. Hulswit

Librarian

44 EAST FIFTEENTH ST.

REV. JOHN R. MULDER, A. M. (U. of M.)

Acting Professor of Practical Theology

408 COLLEGE AVE.

NICHOLAS GOSSELINK, A. B., B. Music

Instructor in Music

SEMINARY HALL

SPECIAL LECTURES

Herman Teninga Foundation

THE REV. H. V. S. PEEKE, D. D.

Missionary of Reformed Church in Japan.

1. Observations on the History and Development of the Christian Movement in Japan.
2. Denominationalism in Japan.
3. The Place of the Missionary in the Christian Movement in Japan.

THE REV. J. G. W. WARD, D. D.

1st Congregational Church, Detroit.

The Dramatic Element in Preaching.

THE REV. PROF. V. HEPP, D. D.

Free University of Amsterdam, Amsterdam, Neth.

Three Lectures in Theology.

THE REV. ROBT. H. GLOVER, M. D.

Home Secretary China Inland Mission.

Three Lectures on the Christian Movement in China.

THE REV. PROF. LEWIS W. SHERRILL, Ph. D.

Of Louisville Presbyterian Seminary, Louisville, Kentucky.

Four Lectures in Religious Education.

GRADUATE STUDENTS

Rev. H. Wm. Pyle, A. B.....Overisel

SENIOR CLASS

Harold Gordon Arink, A.B.....Holland
Western State Normal, 1927

Louis Henry Benes, A.B.....Thayer, Ind.
Central College, 1927

Jack C. Boerman, A.B.....Grand Rapids
Calvin College, 1927

Henry G. Bovenkerk, A.B.....Muskegon
Hope College, 1927

Lawrence James Borst, A.B.....Grand Rapids
Hope College, 1927

Bruno Bruns, A.B.....Meservey, Iowa
Hope College, 1927

William Buitendorp, A.B.....Muskegon
Hope College, 1927

Henry Burggraaff, A.B.....Lodi, N. J.
Hope College, 1927

Timothy A. Cramer, A.B.....Muskegon
Hope College, 1926

Everett DeWitt, A.B.....Holland
Hope College, 1927

Clarence Denekas, A.B.....German Valley, Illinois
Hope College, 1925

Henry E. Franken, A.B.....Sioux Center, Iowa
Central College, 1928

Nicholas Gosselink, A.B.....Pella, Iowa
Central College, 1926

Richard Jager, A.B.....Chicago
Hope College, 1927

Peter Koenen, A.B.....Meservey, Iowa
Central College, 1927

Peter Koopman, A.B.....Cleveland, Ohio
Hope College, 1927

William G. Maat, A.B.....Archer, Iowa
Hope College, 1927

Marinus Moget, A. B.....Holland
Hope College, 1927

George Muyskens, A.B.....Alton, Iowa
Hope College, 1927

Martin A. Punt, A.B.	Sioux Center, Iowa
Central College, 1927	
Peter Van Es, A. B.	Orange City, Iowa
Hope College, 1927	
Cornelius Wilkins, A.B.	Morrison, Ill.
Central College, 1927	

MIDDLE CLASS

H. John Aberson, A.B.	Alton, Iowa
Central College, 1927	
Harry Brower, A.B.	Zeeland
Hope College, 1928	
Peter A. De Jong, A.B.	Pella, Iowa
Central College, 1928	
Cornelius Dykhuisen, A.B.	Holland
Hope College, 1925	
Herman Harmelink, A.B.	Orange City, Iowa
Central College, 1928	
Harold Hesselink, A.B.	Oostburg, Wis.
Hope College, 1928	
John H. Keuning, A.B.	Pella, Iowa
Central College, 1928	
G. Bernard Muyskens, A.B.	Alton, Iowa
Central College, 1928	
Marion Nollen, A.B.	Pella, Iowa
Central College, 1928	
Bert Van Malsen, A.B.	Grand Rapids
Hope College, 1928	
Nelson Van Raalte, A.B.	Holland
Hope College, 1928	
John Moedt, A. B.	Grandville, Mich.
Hope College, 1928	

JUNIOR CLASS

Elmer Borr, A.B.	Pella, Iowa
Central College, 1929	
John Bosch, A.B.	Grand Rapids
Calvin College, 1928	
Clarence Diephuis, A.B.	Muskegon
Hope College, 1929	
Garret Docter, A.B.	Holland, Neb.
Central College, 1929	

Nicholas Keizer, A.B.	Byron Center
Hope College, 1928	
Lester J. Kuyper, A.B.	Valley Springs, S. D.
Hope College, 1928	
Johan Mulder, A.B.	Zeeland
Hope College, 1929	
Henry R. Nyhof, A.B.	Ireton, Iowa
Central College, 1929	
Richard Oudersluys, A.B.	Grand Rapids
Calvin College, 1928	
Gerrit Rezelman, A.B.	Holland
Hope College, 1929	
Garrett Rozenboom, A.B.	Sioux Center, Iowa
Hope College, 1929	
Henry Steunenberg, A.B.	Grand Rapids
Central College, 1929	
Harm J. Timmer, A.B.	Steen, Minn.
Hope College, 1929	
Harry Van 't Kerkhof, A.B.	Sioux Center, Iowa
Central College	
John Vos, A.B.	Hull, Iowa
Central College, 1929	

SPECIAL STUDENTS

Mrs. Nicolas Gosselink, A.B.	Pella, Iowa
Mrs. Peter Van Es, A.B.	Orange City, Iowa

CANDIDATES FOR TH. M. DEGREE

Harold Gordon Arink	Holland
Louis Henry Benes	Thayer, Ind.
Henry G. Bovenkerk	Muskegon
Henry Burggraaff	Vesper, Wis.
Timothy A. Cramer	Muskegon
Richard A. Jager	Chicago
William G. Maat	Archer, Iowa
George Muyskens	Alton, Iowa
Martin A. Punt	Sioux Center, Iowa
Peter Van Es	Orange City, Iowa
Cornelius Wilkins	Morrison, Ill.
Harry Brower	Zeeland
Peter A. De Jong	Pella, Iowa
John H. Keuning	Pella, Iowa
G. Bernard Muyskens	Alton, Iowa
Bert Van Malsen	Grand Rapids

STUDENTS AT PINE LODGE SUMMER SCHOOL OF THEOLOGY

Rev. J. G. Brower, A.M.	Grand Rapids
Rev. John Bruggers, B.D.	Coopersville
Rev. M. J. DenHerder, B.D.	Mellenville, N. Y.
Rev. E. E. Heeren, A.B.	Allendale
Rev. G. J. Hekhuis, D.D.	Grandville
Rev. Jas. Hoffman, A.B.	Hasbrouck Heights, N. J.
Rev. F. P. Ihrman, A.B.	Detroit
Rev. J. R. Kempers, A.B.	Chiapas, Mex.
Rev. A. T. Laman, A.M.	Oostburg, Wis.
Rev. Jas. M. Martin, B.D., A.M.	Holland
Rev. J. H. Meengs, Ph. D.	Grand Rapids
Rev. D. H. Mulder	Fenton, Ill.
Rev. C. Muller, A.M.	Grand Rapids
Prof. J. B. Nykerk, Litt. D.	Holland
Rev. M. Verne Oggel, D.D.	Crawfordsville, Ind.
Rev. J. G. Roozeboom, A.B.	Grand Rapids
Rev. I. Scherpenisse, A. B.	Waterloo, N. Y.
Rev. Jas. Stegeman, A.M.	Muskegon Heights
Rev. Thos. TenHoeve, A.B.	Rocky Hill, N. J.
Rev. G. Vander Linden, A.B.	Fulton, Ill.
Rev. R. VandenBerg, A.M.	Zeeland
Rev. F. J. Van Dyke, A.M.	Holland
Rev. A. Westmaas, S.T.M.	Spring Lake
Rev. H. Freyling	Holland
Rev. J. H. Beld	Kalamazoo

SUMMARY

Graduate Students during the year	1
Pine Lodge Summer School	25
Senior Class	22
Middle Class	12
Junior Class	15
Special	2
Candidates for Th.M. Degree	17
Total	94
Deduct for double count	17
Total attendance	77

THE COURSE OF STUDY

Work in the various departments of the seminary is described below somewhat more in detail. Not all courses given are here described, as some of the work is by special arrangement to meet desires of special groups of students.

HEBREW—LANGUAGE AND EXEGESIS

THE REVEREND HENRY FOSPERS

A. B. Hope College '89, Free University, Amsterdam, Netherlands, '89-90; New Brunswick Seminary, '90-93, D. D. Hope College '18; Pastor Clymer, N. Y. '93-97; Gibbstville, Wis. '97-99; Engelwood, Chicago '99-'05; Roseland, Chicago '05-'09; Kalamazoo, Mich. '09-'10; Grand Rapids, '10-'17.



Junior Class

Course 1. The Hebrew Language. A. B. Davidson's textbook will be used as a guide. Translations in writing of model sentences from Hebrew into English and from English into Hebrew, supplemented in the second semester by translations from the books of Joshua and Samuel. Study of a select vocabulary. Four hours a week through the year.

Course 2. Continuation Course. Summer Correspondence Course. The Book of Haggai will be taken up during the summer of '30.

Middle Class

Course 3. Lectures on Prophets and Prophecy.

Course 4. Minor Prophets. Introduction. Exegesis of Amos, Hosea, Habakkuk, Haggai, Malachi.

Course 5. Lectures on Graphical Inspiration as related to The Prophetical Books.

Senior Class

Course 6. Lectures on Old Testament Inspiration: Revelation and Inspiration; Lyric Inspiration; Chok-matic Inspiration; Prophetic Inspiration; Instruments of Inspiration. These lectures will be supplemented by a study of the original of the Old Testament references, as a basis for advanced Hebrew.

Course 7. Messianic Prophecy. A study of the doctrinal background, together with the Pentateuchal question. Development of the Messianic Idea in a Series of Exegetical Lectures beginning with the "Protevangel."

Courses are open to Th. M. candidates by arrangement with the Professor in charge.

Course 8. Major Prophets. A study of The Book of Isaiah.

Course 9. The Canon of The Old Testament. One hour a week through the second semester.

GREEK — LANGUAGE AND EXEGESIS



THE REVEREND JACOB VANDER MEULEN
A. B. Hope College '97; A. M. Hope College '00; Western Theological Seminary, '97-'00; D. D. Hope College, '20; Pastor Grand Haven, Mich., '00-'07; Fairview, Ill., '07-'11; Kalamazoo, Mich., '11-19; Professor of Greek, Hope College, '19-20; Summer Courses U. of C., '19, '20; Professor in Western Seminary, '20.

Junior Class

Course 10. Introduction to the Language of the

New Testament. Lectures on the significance of the papyri discoveries, grammatical peculiarities of the koine, etc. The student becomes familiar with the language in which the New Testament is written through the study of the Gospel according to Mark. Two hours a week through the year.

Course 11. Introduction to the Writings of the New Testament. This is a study of Higher Criticism relating to canonicity, authorship, integrity, place, date and purpose of all New Testament books. One hour a week throughout the year.

Middle Class

Course 12. General Introduction to the Letters of Paul followed by a closely exegetical study of the Epistle to the Romans. Three hours a week, first semester.

Course 13. Exegetical Study of Galatians and Colossians. Three hours a week, second semester.

Senior Class

Course 14. A Critical Study of the Epistle to the Hebrews. Lectures on authorship, destination and scope are given by the instructor. Two hours a week, first semester.

Course 15. The Gospel according to John. The question of Johannine authorship of New Testament writings receives careful attention. Selected portions are studied exegetically. Three hours a week, second semester.

Courses for Th. M. Degree by arrangement with the Professor in charge.

HISTORICAL THEOLOGY



THE REVEREND SIEBE C. NETTINGA

A. B. Hope College, '00, A. M., '03; Western Theological Seminary, '03; Summer Courses U. of C., '19, '25; Pastorate, Spring Lake, Mich., '03-'09; Englewood, Chicago, '09-'12; Grand Rapids, Mich., '12-'18; Professor Dubuque U. Summer Graduate School of Theology, '25; Professor Western Theological Seminary, '18-; D. D. Hope College, '18.

Junior Class

Course 16. Intertestamentary History. The political developments of the period; the religious life, the religious parties, institutions and the literary work of the Jews; also the intellectual and religious life of the Greeks and Romans. The aim of this course is to learn what contributions were made by the Jewish and Gentile world for the preparation of the Christian movement. One and one-half hours a week, first semester.

Course 17. The Apostolic Age. A study of the origin and the growth of the Christian church; some of its problems, its organization, character of its life, its worship, ordinances and some of its great doctrines. One and one-half hours a week, first semester.

Course 18. The Patristic Age. The Ancient church. This course deals with the expansion of the Christian church during the second and third centuries; its conflict with the political and intellectual forces of the Roman Empire; the heretical and schismatic developments; the process of centralization and unification, and the emergence of the Old Catholic Church. The purpose of this course is to study the growth of the church, the forces external and internal which opposed that

growth, and how the church maintained itself against these attacks. One and one-half hours a week, second semester.

Course 19. The Imperial Age. The Imperial State Church. The relation between church and state, and their influence upon each other; the Barbarian invasions of the Empire; the doctrinal controversies; the ascetic movement, as also the various movements of protest against the secularizing influences in the church. One and one-half hours a week, second semester.

Middle Class

Course 20. The Middle Ages. The Latin Church. The missionary operations of the church; the church and the Holy Roman Empire; factors entering into the growth, triumph and the decline of the Papacy; the Monastic development; the scholastic movement; the character of Christian life and worship, and the several movements, such as mysticism, reform parties and the Renaissance, preparatory to the Protestant Reformation. One and one-half hours a week, first semester.

Course 21. The Period of the Reformation. The forces leading to the Protestant Reformation; its essential character; fundamental principles; its progress and fortunes in the several countries of Europe; the conflicts to which it led, and the results. One and one-half hours a week, first semester.

Course 22. The Reformation Era. The Counter-Reformation; the thirty years war; the theological controversies in the Lutheran and Reformed Churches; the polity and worship of the Protestant churches. Three hours a week, second semester.

Senior Class

Course 23. The Modern Era. Denominational development. A study of the various denominations in Europe and America; the intellectual revolution, such as Deism in England, scepticism in France, rationalism

in Germany and Modernism in the Netherlands; the various revival movements, such as Quakerism, Pietism, Moravianism, Jansenism, Methodism and the Great Awakening; also reform and Union movements. Three hours a week, first semester; two hours a week, second semester.

Following courses are open to candidates for the Th. M. Degree:

Course 24. The Theological Controversies of the Ancient Church.

Course 25. The Calvinistic Reformation.

Course 26. The Counter Reformation.

Course 27. The intellectual revolution of the modern era.

Other courses by arrangement.

SYSTEMATIC THEOLOGY

THE REVEREND JOHN E. KUIZENGA

A. B. Hope College, '99; Instructor English and Greek in Northwestern Classical Academy, Orange City, Ia., '00-'03; Western Theological Seminary, '04; Pastor Graafschap, Mich., '04-'06; Professor of Bible and Philosophy, '04-'15; Morris Fellow in Philosophy, U. of Michigan, '14-'15; A.M. U. of Michigan, '15; Summer Courses, U. of C., '09, '12; Professor of Practical Theology Western Theological Seminary, '15-'28; President, '25-; Professor of Systematic Theology, '28; Professor Winona Summer Bible School of Theology, '25, '26, '29, '30.



Junior Class

Course 28. Studies in the Doctrinal Standards of the Reformed churches. Three hours a week, first semester.

Course 29. Theology..a. Introduction, the doctrine of God, the doctrine of creation. Three hours a week, second semester.

Middle Class

Course 30. Theology b. The doctrine of man, the

doctrine of the person and work of Christ. Three hours a week, first semester.

Course 31. **Theology c.** The doctrine of the Spirit, and the doctrine of Salvation. Three hours a week, second semester.

Senior Class

Course 32. **Christian Ethics.** Two hours a week, first semester.

Course 33. **Theology d.** The doctrine of the church. One hour a week, first semester.

Course 34. **Theology e.** The doctrine of the last things. Three hours a week, second semester.

Courses for graduate students only:

Course 35. Christianity and the New Religious education. Pine Lodge Summer School of Theology, 1928.

Course 36. The Christian Doctrine of Sin. Pine. Lodge Summer School of Theology, 1929.

Course 37. Calvinistic Theology. Seminar Course, one year (given by special arrangement).

Course 38. Modernism by survey of recent literature. One year Seminar. (Given by special arrangement).

PRACTICAL THEOLOGY

THE REVEREND JOHN R. MULDER

A.B. Hope College, '17; A.M. U. of Mich., '18 in Philosophy and Sociology; Western Theological Seminary, '21; B.D. Hope, '21; Professor of Biblical Literature and Philosophy, Central College, Pella, Ia., '21-'24; Pastor Bethany Church, Roseland, Chicago, '24-'28; Summer School U. of C., '28; Lector Western Theol. Seminary, '28-



Junior Class

Course 39. **Homiletics.** A study of the theory of

preaching, types of sermons, developments of outlines, intensive study of sermons of several great preachers; delivery of sermons with attention given to the matter of elocution. Three hours a week, first semester.

Course 40. **Homiletics, continued.** Preparation of sermon outlines for personal use, delivery of sermons with special attention to detail of pulpit manners, presence, and elocution. Study of the Narrative type of sermon. One hour a week, second semester.

Course 41. **Pastoral Theology.** Personal conduct of the pastor in respect to himself, his family, his parishioners, his community; public conduct in worship, services, funerals, and such other ministries as may be asked of him. Two hours a week, second semester.

Middle Class

Course 42. **Theory of Religious Education.** A general knowledge of the pedagogical, psychological, and historical developments in the field of education is presumed for this course. The endeavor is to indicate the significance of these developments in the history of religious education, the theory of religious education, in the study of the child, and in curriculum. Three hours a week, first semester.

Course 43. **Institutions of Religious Education.** Special pedagogy of Religious Education, the function of the home, the week-day Bible School, the Sunday School, the various kinds of organizations for work with children and young people. Children's sermons. Two hours a week, second semester.

Course 44. **Homiletics.** The Expository sermon. Actual exposition of sections of the Scriptures. Preparation of outlines. One hour a week, second semester.

Senior Class

Course 45. **Church and Community.** Lectures on Sociology; objectives of the church; how to begin in

a new community; the community survey; evangelism; the rural church with its problems; city problems and the city church. Two hours a week, first semester.

Course 46. Church Administration. Types of church government; relation of church and state; Constitution of the Reformed Church; principles of church organization; church finance, program, and principles of efficiency. Two hours a week, second semester.

Course 47. Homiletics. Doctrinal preaching with sermons on the Catechism. One hour a week, second semester.

Courses for Graduate Students only:

Course 48. The Psychology of Religion: nature of subject, methods of investigation, the data, conclusions; schools, the newer psychology, mysticism. Seminar course, one year, by arrangement.

Course 49. The Philosophy of Religion: nature of religions deduced from psychology and science of religion; problem of knowledge, and of value; theism. Seminar, by arrangement.

ENGLISH BIBLE AND MISSIONS

THE REVEREND ALBERTUS PIETERS

A. B. Hope College, '87; Teacher in Iowa Public Schools, '87-'88; Western Theological Seminary, '88-'91; Missionary to Japan, '91-'23; Principal, Steele Academy, Nagasaki, Japan, '96-'99, '05-'10; Evangelistic Work, especially Newspaper Evangelism at Kumamoto, '01-'05, Oita '11-'19, Fukuoka '21-'23; Professor of Biblical Literature, Hope College '23-'26; D. D. Hope '23; Professor of English Bible and Missions, Western Theological Seminary '26-



Junior Class

Course 50. Old Testament History. (1) Universal History — first ten chapters of Genesis, studied with

reference to the exegetical, scientific, and religious problems involved, with special emphasis upon the universal character of this section of the Bible. (2) Patriarchal History — the great promise to Abraham and his seed, with New Testament interpretation thereof, the fortunes of the patriarchs, etc. (3) Mosaic History — the exodus, contemporary conditions in Egypt, the Sinaitic covenant and its relation to the New Testament, structure and symbolism of the tabernacle, the sacrifices, experiences en route to the promised land. (4) History of the Conquest and of the Judges. (5) History of the United Kingdom. (6) History of the Divided Kingdom. (7) Exilic and Post-exilic History, to the close of the Old Testament canon.

Constant attention is paid in this course to the most recent archaeological discoveries in Bible lands, as well as to the reconstruction of the history demanded by the Graf-Wellhausen hypothesis and the credibility of such re-construction. Reference reading, under guidance of the instructor, is required, the attention of students being directed to standard works of both conservative and liberal writers. Three hours a week, first semester, and four weeks of second semester.

Middle Class

Course 51. **New Testament History.** (1) Harmony of the gospels — the life of Christ — historical and exegetical problems involved in this history. The aim of this course is to enable the student to see Jesus, first as an historical character, whom we know from unimpeachable historical sources, and then as the God-Man, moving among men as only the incarnate God could move among them. (2) Apostolic history, considered as the continued activity of the risen and glorified Redeemer, through his authorized spokesmen and the organized body of his followers. Note-taking on readings in authoritative works dealing with the historical and critical problems raised by the history forms

an important element in this course. Three hours a week, first semester, and four weeks of second semester.

Senior Class

Course 52. Psalms, Wisdom, Literature and Prophets. This course covers rapidly all the books of the Old Testament not studied in Course 1. The general character and distinctive message of each book is taken up, with a minimum of attention to detailed exegesis or to the critical problems involved. Careful attention is paid to historical questions that have a direct bearing upon the contents of the various books; also to the use made of the said books in the New Testament. Regular reference reading is required. Three hours a week, first semester only.

MISSIONS

Junior Class

Course 53. History of Missions. After a brief review of the early and mediæval missionary work, this course presents the rise, progress, and achievements of Protestant missionary effort, studying the history and influence of the great missionary societies, lives of eminent missionaries, the rise of churches in mission lands, and present conditions. Reference reading. Three hours a week, ten weeks of second semester.

Middle Class

Course 54. Theory of Missions. Lectures on nature and purpose of foreign missionary work; qualifications, preparation, and appointment of missionaries, organization and authority of Board of Mission; living conditions on the field; methods, difficulties and results; special problems of missions of the Reformed Church in America. Reference reading. Three hours a week, ten weeks of second semester.

Senior Class

Course 55. **Comparative Study of Religions.** History, underlying principles, doctrines, moral teachings, actual moral and religious values, etc., of Animism, Nature Worship, Hinduism, Confucianism, Buddhism, Shintoism, and Mohammedanism, studied in the light of the claims and doctrines of the Christian revelation. Reference reading. Second semester, two hours a week.

THE CALENDAR YEAR

The Calendar.—The Seminary opens on the third Wednesday in September, at 2:00 P. M., when the committee meets for the reception of students. It closes on the second Wednesday in May, with the Annual Commencement, at which addresses are made by one student and a member of the Board of Superintendents appointed for that purpose.

Conditions of Entrance.—Every applicant is required to present a testimonial of church membership and one of literary qualifications. Graduates of a college of recognized standing, whose course of study includes a sufficient amount of Greek, Latin, and Philosophy, will be admitted upon presentation of the usual credentials.

Students are accepted from any denomination of Christians.

The requirements of the Constitution in regard to students preparing for the ministry in the Reformed Church are as follows:

"Any member of a Reformed Church who contemplates entering the work of the ministry shall furnish to one of the theological schools satisfactory evidence of his being a member of the church in full communion and in good standing, and of his piety, abilities and literary attainments, before he begins his course of theological studies. He shall thereupon be admitted into the school, and during the prosecution of his studies there shall be subject to its rules and regulations. When

he shall have completed the prescribed course of theological studies, he shall be admitted to an examination for licensure by the Classis to which the church belongs of which he was a member when he entered upon his theological studies." Constitution, Sec. 9.

Attendance.—It is expected that every student will be present punctually at the daily chapel service, at all the class exercises, and at all other regular appointments of the Seminary.

Any student who finds it necessary to be absent from any Seminary exercise is expected to obtain from the President permission for absence.

Examinations.—Examinations are held at the close of each semester. Those at the close of the first semester are written, graded by the professors in charge, and sent to the Committee on examinations of the Board of Superintendents as an exhibition of the work done in the school. Examinations at the end of the second semester may be merely oral, before committees of the Board, or written in addition, at the option of the professor in charge.

Regular reports are sent to the students at the end of each semester.

STUDENT DOINGS

Religious.—A prayer meeting for students and faculty together is held each week. There are often group students meetings in addition. Students are encouraged to discuss personal difficulty with their professors, and the class room work in every department is held as close as possible to the actual experiences of religious life. In this way every effort is made to help the students keep the tone of their religious life strong and true. Students of the seminary get the advantage of the religious activities of Hope College students. They unite in Home Volunteer and Foreign Volunteer meetings. The Hope "Y's" generally get in some special speaker for the week of prayer, and the seminary unites with the college in this week.

Musical.—Under the direction of Mr. Nicholas Gos-selink, A.B., B. Music, a chorus is organized, meeting every week. This has developed into a splendid group, rendering excellent programs, and adding greatly to seminary programs. Membership is open to all, and is without expense. If there are students who desire, an elementary music class is also organized.

Athletic.—Tennis courts are on the campus for those who desire. Opportunity for Gymnasium work and basketball has generally been possible by kindly co-operation of the college authorities. The basement of the dormitory provides a certain amount of apparatus, bowling, and opportunity for other games like table tennis.

Social.—Dormitory life, in the two combined dormi-tories, gives a great deal of opportunity for good fellow-ship and sociability in the student life. It also gives op-portunity for student initiative, for all these dormitory matters are left to the students themselves.

A the beginning of each year is the faculty reception for the students, their young woman friends, members of the college faculty, and local clergy. Toward the end of each year a student reception, or banquet, is ten-dered the faculty.

The Adelphic society used to meet at least once a month at the home of faculty members in rotation, but the student body has grown so large that this is no longer possible. Effort is made to provide other social features.

The Adelphic Society.—Students and faculty meet once a week for devotions, papers, debates, discussion, musical features also being found in the program. The meeting lasts an hour on Tuesday nights. All students are invited to attend this meeting.

Contributions.—Students and Faculty together volu-tarily raise a contribution of money which is sent to some one or other of the church Boards.

Student Preaching.—Opportunities for preaching are offered the senior and middle classes, who all get equal opportunity so far as that is possible because of language conditions. This whole matter is managed by Dr. Hospers at the request of the Faculty. Juniors are not allowed to preach during the first year, by the rule of the Board of Superintendents.

The rules of the seminary do not allow any student to have regular charge of a church. It is not considered possible for a student to do justice to his course while he carries the responsibility of a church.

SCHOLARSHIP, DEGREES

Every possible effort is made to hold the scholarship of the seminary up to the highest standards. Students must not only have a four year college degree from a college of recognized standing, but they must prove their ability to do the work.

Work in the class room is carried on by variety of methods — text-book, syllabus with library references, mimeograph texts prepared by professors, discussion, informal and formal lectures, reports, essays, seminar. Throughout there is deliberately fostered opportunity to discuss directly with the professors.

All students who graduate from the full course are entitled to the Professorial Certificate or Diploma. Students who hold the degree of A.B. (or its equivalent degree, e.g., B.S.) will receive in addition to this the degree of Th.B., provided their average record does not fall below 85%.

The degree of Th.M. will be given until May, 1931, under the conditions set forth below:

Student must hold Bachelor's degree from an accredited college;

Student must finish three full years in an acceptable seminary, two of them in our own seminary;

Student must maintain for the three seminary years an average of 85% at least;

Student must do seminar work for six semesters (double major in hours), four semesters in one department.

NEW CONDITIONS FOR THE TH. M. DEGREE

The Board approved the following new conditions for the degree of Master in Theology, (Th. M.)

1. No student shall be admitted to candidacy for the Th. M. degree unless he holds the degree of A. B. (or its scholastic equivalent degree) from a standard college, and unless he be a graduate from a theological seminary requiring at least 96 hours for graduation.

2. A candidate for the Th. M. degree shall spend at least one year in residence; the work done shall be the equivalent of at least 24 semester hours.

3. Two-thirds of this time, at least, shall be spent in one department. The head of this department shall become the candidate's Ordinarius, and shall decide what courses, if any, are to be taken outside his department.

4. The candidate for the degree shall present a thesis bearing on some phase of his major subject, the length and subject-matter of the thesis to satisfy his Ordinarius and at least one other member of the Faculty.

5. Before the degree shall be awarded the candidate, he must pass an oral examination before the entire faculty to convince them he is worthy of the degree.

The Councils of the colleges, both Hope and Central, were petitioned to grant the Th. M. degree to men certified to them by the Board of Superintendents.

STIPENDS, FEES, SCHOLARSHIP

There are no tuition fees of any sort. A small incidental fee is, however, required of each student: ten dollars of the Juniors, and five dollars of Middles and of Seniors. There are no graduation fees, but students

desiring to receive the Th.B. diploma, or the Th.M. diploma from Hope College, are required to pay a fee of ten dollars to the college.

Room rent has been set at \$60.00 for the school year, which covers all charges of heat, light, and other privileges. If this amount proves burdensome to any student, a stipend will be allowed him according to his needs.

The Seminary has funds at its disposal, and needy students will have allowances made according to their needs and circumstances. Stipends for support while in the school may be obtained also from the Board of Education, 25 E. 22nd St., New York City. These stipends are, however, allowed only to students of the Reformed Church in America.

A fellowship of \$750.00 is awarded whenever the Faculty is convinced that a graduate shows special fitness for advanced study.

SEMINARY EXTENSION WORK

Pine Lodge Summer School of Theology.—In response to requests coming now and again during recent years, Summer school work was begun last summer. Pine Lodge assembly grounds, on Black Lake, about two miles from Holland, offers a very attractive location. It is a beauty spot, with beautiful views, good fishing and boating, opportunity for bathing, pleasant grounds for relaxation and games. There is a good hotel with reasonable terms. If ministers and their families could make up their minds to locate there for a period of two weeks or more, there would be almost ideal opportunity for friendly visiting and informal discussion of all phases of religious life and work.

The first school was held during August, 1928, the first fifteen days of the month. Sixteen full time students were enrolled—their names being found in connection with the roll of students in 1928 catalog. Highly flattering recommendations of the school were written

by all of them at the end of the course. All lectures were given during the morning. The following courses were given:

Course 1. **Christian Theology and the New Religious Education.** Dr. Kuizenga.

Course 2. **The Intellectual Awakening of Europe.** Dr. Nettinga.

Course 3. **The Great Prophets.** Dr. Pieters.

The next session of the school was held July 31—August 14, 1929. The following courses were offered:

Course 4. **The Christian Doctrine of Sin.** Dr. Kuizenga.

Course 5. **Studies in Revelation of John.** Dr. Pieters.

Course 6. **The Intellectual Awakening of Europe.** Dr. Nettinga.

The next session of the Summer School will be held July 30-August 13. The following courses will be offered:

Course 7. **Christianity in the Crucible of Modern Thought.** Prof. Clarence Bouwma, Th.D.

Course 8. **Aspects of Prophecy and Eschatology.** Prof. Albertus Pieters, D.D.

Course 9. **The Apostolic Church — Popular.** Prof. Siebe Nettinga, D.D.

Course 10. **Law and Grace.** Pres. J. E. Kuizenga.

Extension Lectures.—Members of the Faculty are prepared to give semi-poplar lectures on phases of thought in connection with their own departments. These lectures are planned for meetings of Bible classes, Brotherhoods, mid-week church meetings. They may be obtained if the lecturers are provided with lodging and expenses of the trip. Those who desire these lectures may correspond directly with the speaker they desire. It is not sure all who request lectures can be answered favorably, since there is a limit to a professor's absence from his classes. It would be well, therefore, to write early.

BUILDINGS AND EQUIPMENT

Beardslee Library.—Comfortable reference and reading rooms. Current theological magazines. About 14,000 volumes now on the shelves. A card catalogue covers both authors and titles, and subjects — with index of periodicals. New books are added every year, and funds are on hand so that new books desired for investigation of special subjects can be had.

Semilink Hall.—Contains five lecture rooms, and a comfortable chapel.

The Dormitories.—The seminary has two dormitories. Seminary Hall was built in 1910. It is a comfortable building of brick, finished in oak throughout. It has thirty rooms, with hot and cold water in each room, showers and tub baths. Rooms are furnished save for sheets, pillow cases and towels. The basement has some gymnasium apparatus, bowling alley, and tables for games. The New Dormitory was finished in 1928. It is also a brick building, finished in oak. In this dormitory are twenty-six rooms.

At the end of each year students in the senior and middle classes cast lots for rooms. Rooms are assigned to the new junior class in order of application.

Heating Plant.—A central heating plant furnishes steam heat to all the buildings. Every effort is made to keep all the buildings perfectly comfortable. The plant is fully adequate to its purpose.

HISTORICAL DATA

Theological instruction "in the west" began in 1867, after the first graduating class of Hope College had petitioned General Synod for permission to continue theological studies in the college. Synod granted the request. In 1867 the Rev. Cornelius E. Crispell was elected professor of Didactic and Polemic theology. With the help of other professors in the college theological studies were carried on until 1877, when theological instruction was suspended.

In 1884 theological instruction was begun anew, and the seminary was separated from the college and made a separate institution. The Rev. Nicholas M. Steffens, D.D., was elected professor of Didactic and Polemic theology, and the Rev. Peter Moerdyke, D. D., and the Rev. Henry E. Dosker, D.D., as temporary Lectors .

Chair of Systematic Theology

Rev. N. M. Steffens, D.D., 1884-1895.
Rev. Egberts Winter, D.D., 1895-1904.
Rev. Gerrit H. Dubbink, D.D., 1904-1910.
Rev. N. M. Steffens, D.D., 1911-1912.
Rev. E. J. Blekkink, D.D., 1912-1928.
Rev. J. E. Kuizenga, D.D., 1928-

Chair of Biblical Languages and Literature

Rev. J. W. Beardslee, D.D., 1888-1913

Chair of Hebrew

Rev. Henry Hospers, D.D., 1917-

Chair of Historical Theology

Rev. Henry E. Dosker, D.D., 1894-1903.
Rev. N. M. Steffens, D.D., 1903-1911.
Rev. Matthew Kolyn, D.D., 1910-1918
Rev. S. C. Nettinga, D.D., 1918-

Chair of Practical Theology

Rev. Jas. F. Zwemer, D.D., 1907-1916.
Rev. John E. Kuizenga, D.D., 1915-1928
Rev. John R. Mulder, A.M., Acting professor, 1928-

Chair of New Testament

Rev. John W. Beardslee, Jr., Ph.D., 1913-1917.
Rev. Jacob VanderMeulen, D.D., 1920-

Chair of English Bible and Missions

Rev. Albertus Pieters, D.D., 1926-

ENDOWMENT

The endowment of the Western Theological Seminary is steadily growing, so that the days of doubt and fear are long past. The institution is now equipped to do first class work, and is sure to grow in power and influence. Friends of the institution need therefore have no fear to leave money to the institution, as though it were a matter of experiment.

As it is, however, the endowment of the institution yields just about half as much as is needed for each year's current expenses. That each year is closed without deficit, is first of all due to the splendid liberality of the churches, large numbers of which make an annual offering, some of them even giving quarterly contributions. This support of the churches is imperatively needed. By the help of these annual gifts and by rigid economy as a matter of principle, each year closes without deficit.

There are several projects which ought to enlist the support of friends who have means. There ought to be better provision for the professors, whose salaries are too small, and who ought to have some allowance made for their homes. There is need of another professorship, a professor of Apologetics and Philosophy of Religion. If we had a special professor of Religious Education, he could do good service by working among the churches as well as in the seminary.

Our Board of Trustees is incorporated, and funds whether for special objects, endowment, or current expenses may be sent direct to the treasurer, the Rev. S. C. Nettinga, D.D., Holland, Mich. Any funds sent to the Board of Education, 25 E. 22nd St., New York City, or to the Board of Direction of the General Synod, 25 E. 22nd St., should be carefully designated as being for the Western Theological Seminary.

The Board of Trustees is prepared to receive moneys on the annuity plan, allowing annuity of from 4% upwards, depending on conditions.

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